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ABSTRACT

This publication's theme, "Institutional Change," is broadly examined in fourteen articles that range from research and opinion to allegory and satire. A student teacher, a dean, and a state education director are among the authors. Articles concern: 1) key elements of change: 2) relationships between local, county, state, and federal educational organizations: 3) problems arising from mandated change: 4) institutionalization of processes and products: 5) cultural context of social organizations: 6) the role of the user as the principal change agent: and 7) teachers as change agents. Several programs sponsored by the Teacher Corps are also described. (CJ)

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Editorial Board of *The Networker*:

Keith Dolan
Shirley Hill
Hayden R. Smith, Editor
Frank Till

Address all inquiries concerning the Network to:

John R. Williams
c/o San Diego State University Foundation
San Diego State University
San Diego, CA 92182

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Unaccustomed as I am to . . .

Editorially Speaking . . .

The introduction of *THE NETWORKER* last spring was met with both brickbats and bouquets—fortunately the latter outnumbered the former. Readers were quick to point out that Mink is not in Indiana but Iowa is and New England is not part of the New York Network albeit of Puritan influence. Be that as it may and with apologies where due, the response by contributors to this second issue is most heartening. It includes not only a good geographical mix, of north, south, east and west, but contains organizational representation from top to bottom—from a dean, to a state director, to a director—and lowest and most important on the totem pole—the student intern. This issue's theme "Institutional Change" is a difficult topic to write to within the span of 1,200 to 2,000 words. Yet, the authors have done an excellent job with articles that run the gamut of research, opinion, allegory and satire. Strange how many Teacher Corps people are either allegorists or satirists!

Dean Tomás Arciniega graciously accepted the invitation to write this issue's lead article. Herein, he delineates key elements that "would be" change agents must consider. The principal focus of change should be on a social theoretical approach which emphasizes the importance of traditional organizational norms, role structure and vested interests. A sobering thought—with some organizations we really "cannot get there from here" and effective change may be impossible. William Webster, of the California State Department of Education, focuses upon the vast network of local, county, state and federal relationships and interactions that local school systems are enmeshed in. Change programs introduced into such organizational complexity can often result in fragmentation and conflict and inefficient use of limited resources. Webster then succinctly enumerates a number of California and federal change efforts under way.

Mac T. Herman's article is a delightful tongue-in-cheek allegory which cries out at institutionalization which becomes *too* institutionalized. The reasons for anonymity are obvious. With Holtz and Rossett we are introduced to the fictitious Mary Roth, student teacher, caught in the maelstrom of mandated change—CBTE and the confusing truth which is often stranger than fiction. It is just a short distance from New York to New England with Massey and Crosby "Tracking an Institutionalization." They believe that many processes and products have been institutionalized but are often difficult to track down. However, if there is a long-term commitment by key people along with an appeal to diverse role groups, institutionalization can, and does take place.

Wickens agrees with the Arciniega thesis that change must be considered within the cultural context of social organization and in terms of traditional role structure and interests. In addition, he concentrates upon the role of the user as the principal agent of educational change. Wolf attempts to carefully document the institutionalization of four Teacher Corps goals within a junior high setting. One can readily agree with Miller and Young that there are no "workable solutions" that can guarantee successful change. Likewise, there are some procedures that can reduce frustration and increase the chances of success. Mosrie maintains that the public's disillusionment with education mandates change and that Teacher Corps can facilitate that change as long as its thrust remains simple and reality oriented.

Barnes reports on an interesting "Teacher Leader Program" developed along Teacher Corps intern lines with an emphasis on teachers as change agents. He presents evidence that the teachers produced *did* become change agents because personally and professionally they felt they were, and acted as, change agents. However, the institution (the school) perceived them as none other than just good teachers. Berke's article attempts to answer a question which concerns all of us, "What happens after Teacher Corps leaves?" Upon completion of the Tenth Cycle Project, the project staff felt quite strongly that a number of project goals had been institutionalized in the form of processes or products. However, three years later and after the passage of California's Proposition 13, a return to the school site revealed a most pessimistic picture. While Berke paints a gloomy picture, Butler exudes the optimism of the neophyte—the hope of the future—the intern as an individual and personal change agent. While the article does not deal directly with the theme "Institutionalization," contained therein are the intern's personal references and feelings toward CMTI, organizational theory and modes of teaching—all critical in the preparation of change agents.

Throughout these articles are direct or indirect reference to organizational and change agent theory. Without knowledge of these, most agree, institutionalization has little chance of success.

H. R. S.

Institutionalizing Changes in Schools, Colleges and Departments of Education

by Tomás A. Arciniega

Effecting meaningful reforms in educational institutions is something educators have always been concerned about. Nonetheless, it is probably true that in these "Proposition 13 times," finding effective ways to change things for the better in education has never been more crucial. And it is certainly obvious that Schools, Colleges, and Departments of Education (SCDE's) need to be especially concerned with adapting to difficult current realities caused by sharp reductions in the demand for their beginning teacher graduates.

I should note at the outset that the intent of this article is not to present a fully developed model of change. Rather, I'm interested in simply delineating the key elements or the kinds of things which would-be reformers of SCDE's need to consider. Admitting a bias for the organization of planned changes which are based on a social systems theoretical approach, I am convinced that the principal focus of change strategies needs to be directed at understanding the nature of organizations. Of primary importance are the effects of organizational norms and the inertia caused by traditional role structures and vested interests. As Bushnell points out, it is so often the case that:

> Organizations shape and mold the behavior of individuals as much as or more than those in the organization shape and mold the organization. Any comprehensive change strategy must be as ready to deal with institutional 'barriers' as it is with the defenses of individuals. [1]

The locus of power influences rests not on the individual but upon the intra- and inter-organizational pressures which surround him or her.

In planning organizational reforms, it is important to remember also that it isn't primarily the worth of the new ideas which automatically determine the success of an innovation. Certainly, it is fundamental that the program design be based on sound knowledge; however, other ingredients often are equally, if not more, important. As Bennis reminds us:

> Any significant change in human organization involves a rearrangement of patterns of power, association, status, skills, and values. Some individuals and groups may benefit; others may lose. Some may view an anticipated change as 'threatening' and reject it, and others may view it as 'enhancing' and embrace it. In any case, change typically involves risk and fear. [2]

Understanding this about organizations—about SCDE's—is essential.

The elements most key in planning major organizational changes in SCDE's are: (1) A soundly conceived definition of the preferred new state of things; (2) An accurate analysis of external and internal pressures and constraints; (3) A core of competent professionals committed to the proposed changes; (4) An adequate resource base to carry out the reforms involved; (5) A genuinely supportive stance from top administrative levels; (6) Viable link-up to existing role and normative structures; and (7) Flexibility in implementing the planned changes. The ability to handle the impact of this confluence of forces will determine the ability of an SCDE to succeed. Success in turn these days is pretty well determined by the ability of an individual SCDE to adapt in new directions.

Defining the Preferred New State

Successful reforms obviously must begin with a well-defined conceptualization of the proposed innovation. Recognizing that there is a problem or a need for change is not enough. It is always the case that the burden of proof for reform is on those pushing proposals for the *preferred new state of things.*

Ideally, any proposal for change will be based on a careful assessment and inventory (in a diagnostic sense) of needs, a well-defined set of objectives, and a clearly stated description of the proposed change. Insisting on an explicit statement of the new effort helps in a number of ways. It pushes those proposing the changes to relate in a systematic and comprehensive manner the problems in the situation with the proposed reform solution.

Analysis of External and Internal Pressures

Understanding the impact of outside and inside pressures on SCDE's is crucial. Clark and Guba underscore the importance of this factor in their excellent recent study. They note the interaction among external and internal contextual factors which predetermines whether an SCDE can succeed. Thus, the ability to handle the impact of outside as well as inside pressures is critically important.[3]

This is certainly the case in California. Although it isn't possible to describe each in detail in this short article, it is useful to outline the configuration of the external and internal pressure field which SCDE's face. The principal external pressures are six: (1) The Ryan Act/Commission on Teacher Preparation and Licensing; (2) The deterioration of the job market; (3) Federal, state, and local governmental initiatives intended to equalize educational opportunities for minority children; (4) Affirmative Action mandates; (5) Teacher organization pressures; and (6) A general negativeness toward institutions of higher education.

Although the impact of these external factors on SCDE's has indeed been dramatic, the impact of internal contextual pressures is in some ways even more powerful. Contextual factors are those organizational elements, practices, and policies which have become institutionalized over an extended period of time. It is important to emphasize that, although external factors may be strong forces for change, it is the internal pressures which shape more directly a specific organizational response.

The six internal contextual factors which I consider most powerful in influencing the direction of SCDE's in California are: (1) An inadequate resource base; (2) The ongoing university reward system which emphasizes overly narrow traditional forms of faculty production; (3) The prevailing culture of universities which strongly emphasize the self actualization of professors, rather than institutional goals; (4) The goal and problem displacement phenomena in SCDE's; (5) Lack of a widespread faculty commitment to new federal programs; and (6) Faculty resistance to affirmative action.

It is important to note that these internal influences should not be viewed as totally or even primarily negative. They are simply part and parcel of *what is* in universities. There are certainly good and valid reasons why universities must maintain their internal integrity and resist becoming overly dependent on demands from the outside environment. The issue, however, is clearly one of proper balance since an applied science cannot afford to be unresponsive to outside realities.

The interactive impact of these often countervailing forces affects virtually all aspects of current operations in SCDE's of this state. Figure 1 (following page) provides a schematic outline of the interaction between these external and internal factors.*

The Core of Competent Professionals

Without a core of competent faculty committed to the changes, the prospects for effecting major reforms are remote indeed. This core of faculty need to be supported and kept together for a "long enough" period of time. Special and continuous efforts need to be made at various stages to ensure that they are enabled to work out both the programmatic conceptual issues involved as well as the implementation problems encountered.

Major reforms typically require no less than five years to institutionalize. Building such a core of faculty, keeping them together and fully energized is of central importance. The viability of any proposal for change is only as good as the people behind it.

Adequate Resource Base

Without belaboring the obvious, it is important to note that programmatic reforms require new or the reallocation of existing resources. Particularly at the outset the necessity to ensure adequate resources to launch the initiation phase of the reform effort is most important. Ultimately, this will require an adequate commitment of faculty, supplies, and facilities resources. Given current realities, this is no easy commitment to ensure.

Supportive Administration

A genuinely supportive stance on the part of the Dean of the SCDE toward the proposed innovation is of course necessary. However, just as important is the general posture of higher level administrators toward change—in short, the degree to which the organizational climate reflects a commitment to adapt and change to new circumstances.

Without a fairly open climate, the task of carrying out a major reform becomes tremendously difficult. In addition to securing the support of the Dean and central administration, it is important to have widespread internal support. Department heads need to be convinced of the desirability of the proposed reforms. The degree to which particular departments are actually involved will, of course, vary with the nature of the innovation. Obtaining needed support from the different departmental levels is basic because they control the flow of information and faculty resources.

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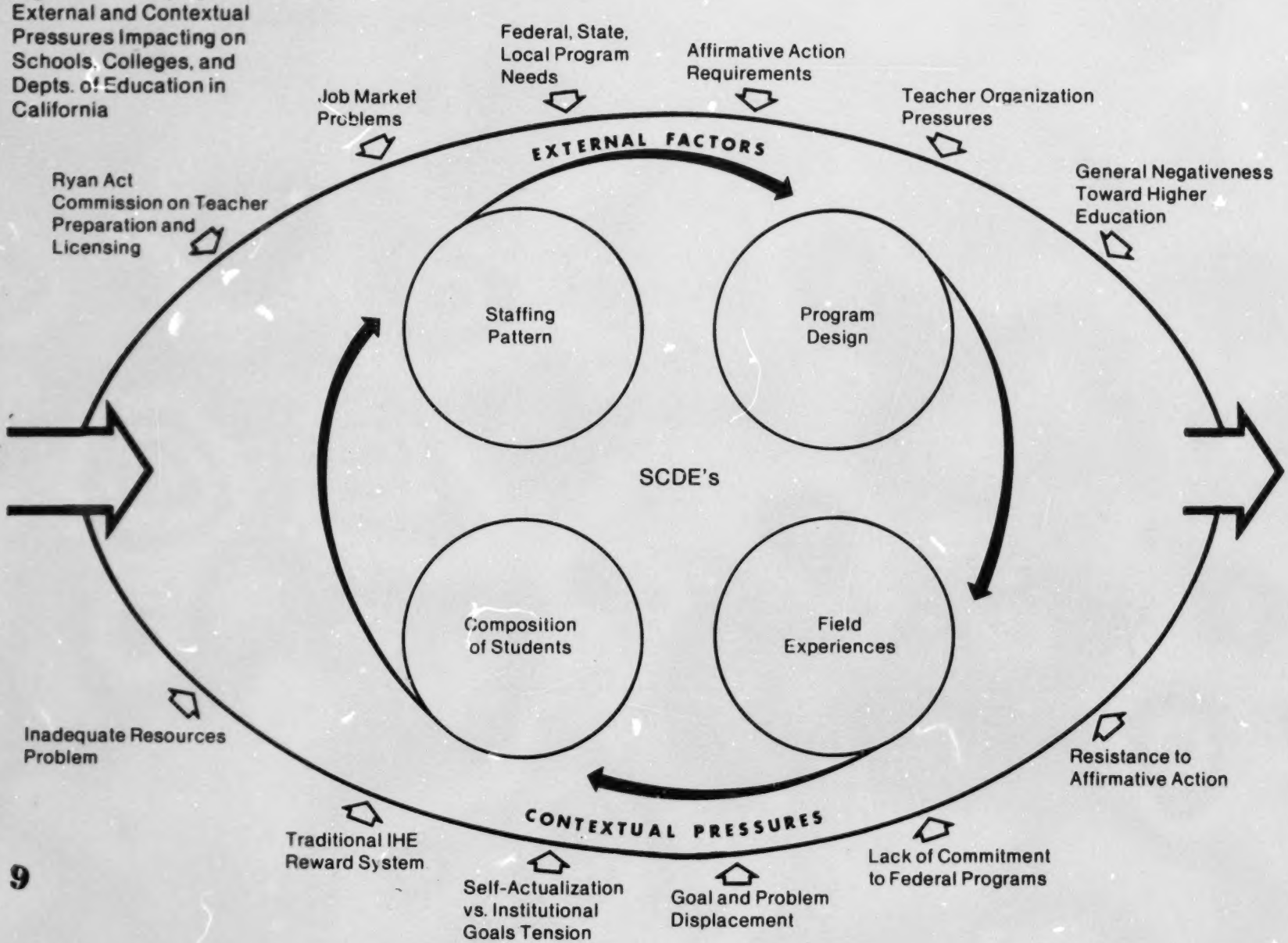
* The reader interested in a more comprehensive analysis of these cross-pressures is referred to T. A. Arciniega's "The Problematics of Effecting Change in SCDE's in California," Report to the California Commission on Teacher Preparation and Licensing, Spring 1978. CTPL, Sacramento, CA.

Figure 1: Interplay of External and Contextual Pressures Impacting on Schools, Colleges, and Depts. of Education in California



Viable Link-up to Existing Structure

How to link the proposed reform to the ongoing role and faculty norm structure is a difficult but very central issue. Unless the programmatic changes are incorporated as part of the base organizational structure, the reform will be short-lived. Lasting changes require structural and normative accommodation.

There are no easy recipes on how to achieve this viable link-up. Each organization and proposed change requires strategies uniquely appropriate to the occasion. What is constant hereto is the need to somehow fashion an effective way to develop the necessary widespread support for the new effort.

Need for a Flexible Implementation Strategy

One of the most common mistakes made by overly zealous reformers is the maintenance of an overly rigid stance as regards the implementation of the proposed innovation. It is always important to keep in mind that the development of a feeling of ownership—or at least a feeling of identification with the new state of things—on the part of an organization's members is essential. Again, as in the case of linking the reform to the existing structure, there are no easy recipes for accomplishing this.

Conclusion

What I've tried to show is that institutionalizing change in Schools, Colleges, and Departments of Education is a difficult and complex task. Although it has never been easy, never have SCDE's faced a more formidable situation. Orchestrating the variables necessary to achieve the preconditions outlined above is what those interested in pushing particular reforms must concern themselves with.

One final point to keep in mind is that no matter how sound the planned change or how hard we work to implement, sometimes even heroic efforts aren't enough. Mathew Miles explains that there is:

> ... an important, but often-overlooked aspect of what is being said and done about planned change: the notion that any particular planned change effort is deeply conditioned by the state of the system in which it takes place. [4]

It is a sobering thought to realize that with some organizations we really "cannot get there from here" with certain proposals for change.

I hope this delineation of the major variables to consider in organizing for change in SCDE's proves useful. If nothing else, it underscores the fact that these are exciting, if not altogether pleasant, times for teacher educators in California.

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Institutional Change Through Staff Development

by William E. Webster

Today's school system, regardless of size, is enmeshed in a vast network of local, county, state, and federal relationships and interactions. It is either in itself a large, intricate organization or certainly is embedded in a series of organizations. One may assume, then, that change programs emanating from the state or federal level or originating in a school system are extremely complex efforts. Such initiatives introduced into complex school systems could result in fragmentation and conflict unless strategies are designed to deal with this potential. The purpose of this article is to review briefly some existing change efforts and to suggest some unifying alternatives that are now available as a result of recent legislation.

Existing Improvement Efforts

Today in California schools there are a number of state and federal change efforts under way, and many local districts have their own improvement programs. There is the massive state improvement effort as authorized by AB 65, and changes are also being wrought by AB 1250 (Special Education Master Plan) and AB 1329 (legislation aimed at assisting limited- and non-English-speaking youngsters).

At the federal level, PL 14142, very similar to AB 1250, seeks fundamental change, too, through the introduction of increasing numbers of children with exceptional needs into regular classrooms. The federal government has additional programs funded through Title I (the federal program for the disadvantaged) and Title VII (the federal effort for limited- and non-English-speaking youngsters).

Staff Development Efforts

In addition to these improvement programs, there are numerous staff development efforts, such as the Federal Teacher Corps, the Federal Teacher Centers, the State School Resource Centers, and innovative programs under Title IVC, all of which have as their aim the development of skills leading to educational improvement. A recent analysis in the California State Department of Education revealed that there are forty-two identifiable programs that have some staff development component, including such programs as AB 65, vocational education, gifted, adult education, and various programs dealing with the arts.

Potential Fragmentation

It would not be unfair to view these change programs as having the potential to increase fragmentation in school organizations which have not been particularly unified anyway. Certainly, articulation programs between elementary and secondary units have long been knotty ones for school systems to solve, and it is not unusual for bilingual, special, and vocational educators to have only the loosest links with and limited knowledge of the programs of their colleagues.

One can see why such fragmentation could be compounded by the school improvement and staff development initiatives. There is a variety of funding sources with different client systems, each source with its own philosophy and direction. So, too, staff development programs have different emphases with some stressing pedagogy and teaching strategies, others emphasizing content, and others being concerned with the affective domain. Often participants are totally consumed in the goals and activities of individual programs and have not had the opportunity to deal with total system goals and objectives. Program managers, vying for time, dollars, and other resources, easily can get into competitive win-lose games rather than formulate cooperative efforts that are necessary for total system improvement.

New Mechanisms

There are mechanisms developing, however, through AB 65 (related to school improvement) and AB 551 (related to staff development). These two bills can serve as unifying agents for school improvement efforts as well as staff development efforts in that they bring together at the school-site level those responsible for planning programs and give responsibility to the central office to support these activities.

Improvement Effort Coordination as a Change Effort

The bringing together of program managers through the framework established by AB 65 and AB 551 as an important part of total system improvement and staff

development efforts becomes a change effort itself. As with any major change effort, substantial results will emerge only over time, there will be resistance, and the initiative will be subject to the vicissitudes of any change effort. Therefore, some elements essential to any successful change effort obtain:

1. There should be support and leadership from the top of the organization.
2. People who are expected to change should be active participants in the design of the change effort and in the planning, implementing, analyzing, and recommending of further change as needed.
3. There should be substantial, if not totally unanimous, agreement as to what the immediate and long-range goals of the change effort are to be, and this agreement should be present at all levels of the system.
4. There should be well-designed support systems for the change effort, one of the most important ingredients of which is a continuous and sustained program of staff development.

The use of AB 65 and AB 551 as frameworks could give school systems a base to mount the change effort necessary to coalesce improvement and staff development programs operating in most districts. Both bills call for district master plans, an important component of which is unification of change and staff development efforts at the district and site level. The bills, then, offer the opportunity to make clear that there is support and leadership from the top of the organization to establish a sense of community and systemwide commitment to overall goals.

Local Strategies

In addition to the presence of top-level leadership, there are four vehicles that can be used to gain active participation and support throughout the organization in coordinating initiatives. One is the establishment of either an office of staff development or a staff development coordinating council to give those responsible for staff development programs an opportunity to talk and interact with other managers and begin to understand objectives and thrusts of other programs within the system. This group could be part of an AB 65 implementation scheme.

An early responsibility of this group could be the development of a district policy on staff development, the second strategy. This policy could establish a framework and common language for systemwide and site-level staff development activities.

A third major component would be an education program about the objectives and activities of other change and staff development efforts. In addition, training and experience in consensus building, conflict resolution, and other group skills could be built into the training program to develop the necessary group processes to enable the various segments to work together.

Fourth, joint problem-solving teams could be initiated to develop the necessary working relationships, since there are many youngsters who could be clients of different programs. There are, certainly, gifted bilingual youngsters and handicapped youngsters needing vocational education.

Outside Assistance

There is a growing system of assistance in California outside the local district, too. The Office of Staff Development in the State Department of Education is developing unifying mechanisms at the state level. The State Board of Education policy on staff development, which establishes a framework and a common language, can serve as a model for local policies. As already referred to, the emerging AB 65 and AB 551 make provisions for coordinating staff development and improvement programs.

There is assistance available from the six School Resource Centers supported by funds authorized by AB 551 and from the Federal Teacher Centers, four of which are located in California. The Resource Centers and the Federal Teacher Centers both have as a charge the coalescing of staff development efforts within their regions, and it is hoped that they can develop mechanisms and long-range strategies. The Teacher Corps Program, also, has as an important component of its mandate the development of strategies for system change, which includes coordination of staff development and other improvement efforts.

The California Council on the Education of Teachers is another resource available. This organization provides a forum for people from all segments of the educational effort in California who meet to interact and discuss problems and issues of both pre- and in-service education of teachers. The various professional organizations also have programs that could easily support unifying efforts of staff development programs, and Title IVC can fund staff and improvement efforts that could supplement existing coordination efforts.

Summary

The complexity of school systems makes any attempt at school improvement a complicated process, and the increasing numbers of change efforts and staff development programs could contribute to fragmentation and the inefficient use of limited resources rather than make a contribution to total system improvement.

Particularly in the light of Proposition 13, people are feeling the overlapping and inefficiency of government, and schools have not escaped this criticism. The recent Mangers Report emphasizes this point: "The majority of the California electorate believe that government at all levels is inefficient. Voters who approved Proposition 13 feel that government, including public school districts, does not make wise use of tax monies. The majority of 'No on 13' voters agree."

There is in California, however, a potential for unification of educational change efforts through the provisions of Ab 65 and AB 551, using staff development as the unifying agent. Since coordinating staff development programs becomes a change effort in itself, strategies adhered to in any successful change effort are crucial in the community-building mechanism leading to total system improvement. Although statewide and nationwide networks are being set up to provide resources and funds for staff development, it is at the school and district level where the primary emphasis on unification focuses, and that is the main direction of these two California bills.

The Reformer

by Mac T. Herman

(Pen name used so as not to jeopardize
future funding from the Central Committee)

Once upon a time a young teacher educator joined a movement to reform teacher education. The movement naturally spread from left to right—from Washington, D.C., to the hinterlands. Since the youngster domiciled in the hinterlands, he proclaimed the movement's messages throughout his conservative state, and diligently labored to explicate what was advocated by the central committee headquartered in the nation's capital. As the years passed, the central committee became more politically pragmatic and the messages changed 'to meet the changing needs of educators.' The task of programming the ever changing messages required an increasing amount of energy, but the now older, wiser, and more experienced teacher educator skillfully adapted to the alterations without much difficulty.

However, one day while analyzing the messages received over a period of years, the now middle-aged crusader (Mac) noticed that the movement was becoming like the institutions it was seeking to change, and just might need refor....

But having been a loyal supporter of the movement, Mac decided to talk with the great teacher educator prophet of the hinterlands before he publicly stated his suspicion. So he went to the prophet and said: "Years ago I went to institutions of higher education, public schools, the State Department of Education, and communities with the reform messages of the movement. I would say, 'Try it, you'll like it.' The refreshing messages were well received, but these over-muscled organizations had trouble maneuvering into quick action stances. In time, some of the organizational obstructions to reformation were removed so as to accommodate some of the life renewing ideas. But the institutions had difficulty changing quickly enough to accommodate the exponentially increasing messages from the movement.

"The institutions of higher education maintained many traditional program degree and certification requirements, but provided the movement's financially sponsored experimental project with flexible guidelines to develop creative alternative approaches for training teachers. Not only were the IHE's able to accommodate experimentation, but many successful elements of the project were adopted for use in the on-going teacher training programs.

"Public school personnel becoming more aware of their roles in teacher education capitalized on the movement's resources to upgrade staff development programs and improve instruction in the schools. The State Department of Education endorsed the new way by licensing the teachers who got the messages, and encouraged teacher education reform throughout the state. Communities rallied behind the movement for it offered school patrons opportunities to become involved in their children's education again.

"But as the institutions' accommodative powers increased and the movement's project obtained the flexibility to develop into a more effective change agent, the movement's growing rigidity began to consume the project's freedom for experimentation and limit its institutionalization impact potential. Movement messages turned into mandates. And although the requirements handed down seemed appropriate, substantively relevant, and educationally defensible, programming options were severely restricted.

"As a result of the requirements of all the institutions and the movement, I no longer have to develop improved alternative tracks for training teachers, but must mesh the mandates into a coherent, unified, integrated program, and then demonstrate through documented research that the amalgamated program is a viable training model.

"Since I didn't envision the movement coming to this, tell me old sagacious seer what went wrong. Who has erred—the movement, the institutions, or I?"

"Neither," he replied. "All of you should rejoice. The ultimate in collaboration has been reached. The movement has been institutionalized!"

Case Study on Mandated Change: Mary Roth vs. The State of New York

by Gregory Holtz and Allison Rossett

The New York State Department of Education mandated Competency-Based Teacher Education (CBTE) at all institutions of higher education granting credentials to pre- and in-service teachers. This demand raised the hackles of teacher educators as well as consciousness about unresolved issues in CBTE. Mary Roth, Dr. Hooper, U. of Luffabo, and Judge Goalworthy are fictitious characters; any resemblance to your own efforts or circumstances is purely intentional.

A story which started last spring when the State of New York refused to issue a teaching license to Mary Roth ended today. Judge Marshall T. Goalworthy ruled in behalf of the plaintiff, Mary J. Roth, in her suit against the State of New York. The question decided in the case was whether an aspiring teacher, trained outside a State approved mandated Competency Based Teacher Education (CBTE) program can be licensed to teach in the State of New York. Judge Goalworthy's ruling encompassed three issues raised by this landmark case:

> The court can, at this time, find no conclusive research indicating the superiority of one teacher education system over another. In the absence of such compelling evidence, it would be arbitrary and capricious for the State to exclude the plaintiff from her place in the classroom based on her failure to be enrolled in a system of as yet unproven superiority.
>
> Furthermore, all evidence supplied this court leads us to conclude that Mary Roth is a competent student teacher and a promising teacher, i.e., she can do those things traditionally associated with teaching excellence.
>
> The court, having examined scores of competency listings and thousands of individual competency items, questions whether these listings lead unalterably and exclusively to the one body of knowledge essential to excellence in performance by a pre- or in-service teacher. These finite listings are untenable because lists vary from college to college and often, within a specific college. This court questions which of the lists actually produces competent teachers or whether the State Department of Education is assuming that all lists produce equally competent teachers. Furthermore, there is no evidence that this court has seen that Mary Roth has not (in one way or another) satisfied one or some of these lists currently extant in New York State.

A reliable source within the State Department of Education said, "We will appeal Judge Goalworthy's decision. To assume that professional educators are unable to determine competencies appropriate to effective teaching is to question the very heart of teacher education. We never intended to penalize Mary Roth. We are only interested in quality instruction in the State. Our intention was to urge institutions of teacher education to re-work and re-think programs with members of their communities through the vehicle of a mandated CBTE system."

The principal of the school where Mary Roth did her student teaching said, "As soon as that little lady came through the door, I knew she was a natural born teacher. The kids love her and we love her. Those folks in the State Department, with their paperwork and their lists, can't tell us about good teaching. We're out here doing it."

Mary's faculty advisor at the University of Luffabo was delighted with the decision. Professor Stonewall stated that "while the Judge did not rule on the essence of the case—the academic freedom of the faculty vs. the State's attempt to control curriculum, the Judge recognized that we are preparing good teachers in our program, and that these teachers have every right to get out there and teach; we will not be coerced into CBTE—or any kind of system."

The dean at a large, neighboring teacher training institution with fourteen *bona fide* CBTE programs, graduate and undergraduate, elementary and secondary, stated: "I am unhappy with today's decision not because Mary Roth will now be able to teach, but rather because four years of planning, energy and time went into our compliance with the State mandate for change in the form of CBTE. We assumed that it was the one, legal means toward certification. We have now found out otherwise."

Mary's parents, Mr. and Mrs. Roth, of Cuticle Falls, New York, were elated. Mrs. Roth told us, "I was a teacher myself. I was trained in a good, tough program that produced competent teachers without all that State rigamorole. We went out there and practiced, same as Mary will, thanks to the Judge."

Barry Broth, who student taught with Mary, after completing his studies in a CBTE program which had received special commendation from the State said, "CBTE, PBTE, humanistic or what-not; some courses are a big joke, no matter what you call 'em."

Dr. J. P. Hooper, a nationally recognized expert on CBTE, was reached by telephone. He said, "The true values of CBTE were not ruled upon in this case. I have always felt that any mandate is premature. I feel the CBTE emphasis on outcomes, on what teachers can actually do with their students, on demonstration of competence, on public statement of competency expectations, and on frequent input and review of programming by constituencies, are the best way for teacher training to go. Research is being done and we will eventually have conclusive evidence supporting the CBTE system. Even with this evidence, I'd be hesitant to mandate this system for all persons in all places."

The most moving statement on the ruling occurred in the courtroom. Several of Mary's third grade students were there for the decision. They surrounded her, jumping and squealing with delight. One third grade girl tugged at Mary to ask her if she would be their fourth grade teacher in September.

Tracking an Institutionalization

by Sara R. Massey and Jeanie W. Crosby

Four years ago there was a Teacher Corps project at a small rural New England state university. Those were the days when several faculty hired for a project were working with as many as forty interns at multiple school field sites. "Institutionalization" was not a word used widely in Teacher Corps then. Some times Teacher Corps faculty would ask "what will continue when the project is gone?", but it was hard to get any group to grapple seriously with the question. There was no project documentor; no one tracking possible institutionalizations; no way of collecting information about outcomes after two years.

Then on September 20, 1978, while attending a regional state department demonstration of Title IV projects, the authors, former Teacher Corps faculty members, saw one of the former interns acting as a demonstrator! She was responsible for a Title IV project which was begun in the Teacher Corps project. There, in the flash of a chance encounter, a real live "institutionalization" was recognized.

In tracking the path of this institutionalization, the reasons why so few institutionalizations are known became evident. The process includes many persons, several institutions, and various funding sources. It took four years of energy and commitment to this one project before a local school board integrated the project in its program and budget. The back tracking was complex. No one person knew the whole story, and what documentation existed was spread through three different institutions—the LEA, the SEA, and the IHE.

Now that the back tracking has been completed, the story can be told from the beginning. The 1974 Teacher Corps project included a child development module based on EDC's *Exploring Childhood* materials. The full *Exploring Childhood* course includes setting up a preschool program which incorporates a parent training course and interfaces with a high school parenting course. With the purchase of materials, EDC provided a series of free teacher training workshops which Teacher Corps faculty incorporated in the intern program. Team leaders, local teachers, other IHE faculty, and SEA staff attended the training in addition to interns.

The training sessions and materials sparked the team leader and an intern at one of the LEA sites to begin to explore the possibility of setting up a preschool program. With Teacher Corps funds allocated to the interns at that site, they purchased the necessary EDC materials. They then developed a specific program for their site, worked to have the idea accepted by the superintendent, and received permission to run the program in a local church. With moral support from the school administration and the church and with some monetary support from the Teacher Corps funds, the program began with a staff of interns and the team leader.

Then the Teacher Corps project ended. The team leader was again to be a full-time teacher in the local school system. In an attempt to keep the pilot preschool going, the team leader, with Teacher Corps faculty assistance, wrote a Title IV proposal to the SEA. The proposal was not funded. The team leader went on to teach in a special education resource room and the key intern was hired by the district as a fourth grade teacher. The preschool appeared to be dead.

Not so. The intern/teacher did not like teaching fourth grade; she wanted to teach preschoolers. A year later she and the team leader/teacher resurrected the old Title IV proposal, rewrote it, and submitted it again. And this time the preschool was funded by the SEA for three years! The Exploring Childhood Preschool Program was once again underway with the original intern/teacher in charge. The team leader/teacher continued to work behind the scenes to develop continuing support from the superintendent, school board, church, etc.

Meanwhile concerns arose within the SEA's Title IV office about what appeared to be management problems within the preschool project and continued funding was in question. Quite by chance, a former Teacher Corps faculty member who is a friend of the Title IV director dropped into the Title IV office the day before a planned site visit to the project. The former faculty member was able to provide insight into the SEA's concerns and develop a supportive perspective for the project which helped make the next day's visit a positive one.

Title IV assistance continued for two more years and here we are back at the beginning, a regional workshop demonstrating successful Title IV projects. The intern-now teacher is telling about the involvement of high school students as part of the course on parenting; about the increasing involvement of fathers, especially in the parenting series; about how 94 of the 99 four-year-olds in the district are enrolled. But of additional importance, she is describing an

institutionalization. The school board has recently voted to allocate district funds for the continuation of the preschool program, including its community training components.

This brief example of how one small activity of a Teacher Corps project became institutionalized illustrates the many barriers to institutionalization—the reasons why institutionalization may not occur. The preschool was still in its early stage of development. The impetus, energy, and financial resources for this preschool had come from the Teacher Corps project, a temporary system. When the Teacher Corps project ended, the fiscal support was gone. Most of the faculty hired for the Teacher Corps project were not retained by the IHE. Their personal and professional support ended also. Funds from other sources were not forthcoming; the principal participants had other jobs; the principal supporters were no longer at the university. The preschool might have died right here.

Developing new funding sources failed the first time. The SEA did not choose to fund the preschool's Title IV proposal the first year. The school board was not able to find additional funds to run the program and was not willing to reallocate existing funds to a preschool not prescribed by law. The university had no special outreach, no faculty designated to helping local groups secure funding. The lack of available funds and support in the next year should have ended the preschool project.

A preschool program would normally have been lost between the number and variety of institutions involved. There was a university, a federal project, a school board, a school system, the corporation developing the program materials, a high school, a church, a state department of education, and a community of parents and children. Each group—especially the IHE, LEA, and SEA—had different objectives, different powers, and different procedures. The project has been run under a university, then the state department, and now the local school district. The program's survival under these circumstances would usually be questionable at best. However, the program has survived to be institutionalized as part of the regular district program.

After a lapse of four years, programs would rarely be candidates for institutionalization. People leave, others forget, priorities change. But even after ceasing operations for one full year, the program was able to begin again and develop support resulting in institutionalization. With changes in time, funding, and responsible agencies, what factors allowed the program not only to survive but to become part of the local school budget?

A primary factor in this survival has been the continuing local presence of the team leader and intern who were instrumental in originally developing the program. If either the team leader or the intern had taken employment elsewhere, the program would not have risen from the dust. The mobility of persons taking new jobs in other places works against institutionalization. The continued commitment of individuals to an idea, program or concept over long periods of time may be essential for institutionalization. The two women's perseverance in achieving outside funding without active support of the university or the school district was essential to the program. The reasons for such individual commitment are unpredictable and idiosyncratic. In this example both the intern and team leader had children of preschool age for whom there were no appropriate preschool programs available in the area.

Another primary factor was the community's need for the program. The program even in its first year was instantly successful. Parents quickly formed car pools and traveled long distances during snow storms to be sure their children took part in the program. The program filled a need; after four years, the community was used to having the program; and the school board elected by the community was unwilling to kill the program. The programs most likely to be institutionalized are those which meet an institution's or group's need.

But Teacher Corps project components are designed to meet needs. Many project participants, especially teachers, associated with Teacher Corps activities continue to work in participating institutions after a project ends. Why was this preschool program able to engage the necessary energy, interest and commitment? One conclusion of the Rand Study applicable to this situation is that the most complex programs were most likely to create impact and to be institutionalized.[1]

The *Exploring Children* program was chosen by Teacher Corps faculty as a learning experience precisely because of its complexity—its coverage of many facets of child development, its involvement of many different groups, its broad range of approaches or perspectives on child development, its many activities and training materials. The former university staff person who supported the program with the Title IV director believed in the program because its complexity had the potential of impacting so many different groups—preschoolers, adolescents, adults and teachers. The Title IV director was impressed with the wide range of services that could be delivered through the program with SEA resources. The church board was pleased to have so many segments of the community—high school students, handicapped children, mothers and fathers—served by one program in its facility. The school superintendent saw a program which brought students and community together in a learning experience which reached all parts of his district. The *Exploring Childhood* program was

extensive and complete enough to bring together many groups and institutions to work on a range of problems in collaborative and successive arrangements. This complexity which generated wide and lasting support furthered institutionalization.[2]

In summary, the following factors are indicated by this *Exploring Childhood* example as necessary for institutionalization:

The long-term commitment and involvement of one or two key people.

- The people do not take other jobs in new locations.
- The people are internally motivated for the task.

The idea, concept or program is complex enough to muster the support of diverse role groups and institutions.

- The program is multi-faceted.
- The program involves many different groups in different ways.

Using these factors, how could a project now plan for institutionalization? In a recent visit at another rural New England state university with a new Teacher Corps project, the conversation centered upon three teachers who were interested in developing a program for gifted children. Experience indicates that parents and teachers will quickly give support and time for programs for gifted students. Even SEA's now have some person designated for work on gifted programs. Exploration is needed with these three teachers to determine their commitment, motivation, and job stability. A key factor for their long-term commitment will probably be any of the teachers feeling that he/she was a gifted child or is the parent of a gifted child. Long-term professional commitment in most instances stems from personal, emotional commitment.

There is complexity inherent in the single statement, "We want to develop a program for gifted students." The identification of gifted students in low-income areas with minority students is a school-wide task. To identify students throughout the school would involve many teachers, support services, personnel and parents. In deciding how to identify students using non-biased and non-discriminatory procedures will become a key issue with significant potential for involvement, change, and impact. Once identification is resolved, the question of whether the program is to be an enrichment program, an accelerated program, or an extended program in all classrooms or in one classroom will have to be addressed. The resolution of this question has potential for effecting change in classroom climate for many students. The teacher with new skills, methods, or activities for one group is likely to use them with other students as well.

A program for gifted students at this Teacher Corps site could well have the factors of commitment and complexity necessary for institutionalization. Identifying institutionalizations after they occur is not a difficult task. When looking at a project during this planning year, how do you decide which of the many activities to have documentors follow? Focus documentation on those activities which have both complexity of design and long-term commitment of "permanent" staff. There may be other necessary factors; these are two we are sure make a difference.

FOOTNOTES

[1] Dale Mann. "The Politics of Training Teachers in Schools," *Teachers College Record*, Vol. 77, No. 3, February 1976, p. 327.

[2] Further information about the *Exploring Childhood Preschool Program* may be obtained from Jan Cerabona, Preschool Program, Office of the Superintendent, South Berwick, ME 03908.

Some Considerations for the Institutionalization of Innovative Educational Projects

by David L. Wickens

When Goodlad, Klein, et al. (1970) surveyed the state of innovation in schools across the country at the end of the great innovative period of the sixties, their findings were dismaying. Although the researchers, by their own account, generously interpreted innovation and change in practice, the results revealed little or no evidence of innovation that had been successfully institutionalized into the daily operation of schools. Assessing the basis of the problem, they concluded:

> Changing behavior of adults is a task of formidable dimensions, especially when present patterns have been carefully taught through a long, structured system of schooling and are endorsed and protected by that system. It is unreasonable to assume that these patterns will be changed by attending lectures, participating in brief orientation sessions, reading manuals, or even attending a course where the instructor talks about instead of demonstrates new procedures. (p. 101)

A number of other researchers after that (Buckholdt, 1974; Gross, Giaquinta and Bernstein, 1971; Wachaster, 1973; Jones, 1973) also analyzed innovative projects in school systems. Their findings share a common theme: lack of success in institutionalizing innovative programs could be attributed to the failure to recognize the systematic implications for new role requirements inherent in the goals of these programs, and to provide training which would enable teaching staffs to enact these roles successfully.

Fullan (1972) most extensively surveyed and summarized the literature on the role of the teacher in educational innovations. His analysis led to a similar conclusion that "radical change can come only as a consequence of complete revamping of the role of the user in the change processes."

Recently, the Rand study of educational change examined field settings where innovative educational programs had been implemented and confirmed the findings of the earlier studies. Teachers' sense of efficacy emerged as a critical variable in explaining success, or the lack of success, in program implementation. Teacher participation in project decisions promoted a sense of ownership, enhanced implementation, and heightened the chances for institutionalization.

What these studies observed in both successful and unsuccessful instances has been described as part of the more general problem of articulating the linkages between innovative programs and the organizational structures into which they are set (Heathers, 1972; Pellegrin, 1973; Miles, 1964; Havelock, 1968). Whether it is in terms of attitudes, skills, role definitions, organizational features, or program content, the major emphasis has become focused on the role of the user as the critical variable for institutionalization.

But that is a fairly recent development. The modal process of change and innovations during the sixties was characterized by a pattern in which innovations were developed external to schools and then transmitted to them on a fairly universalistic basis. The consumers or users of innovations had a limited role in this process, being seen as relatively passive adopters of program content who serve as conduits between the programs and the learner. An important assumption was made about the degree of independence that teachers have in relation to the school system. The basic assumption, which was never clearly stated, led to further assumptions about the degree to which educational goals and instructional aims could be manipulated without regard for the organizational and instructional context. Now it is clear that those assumptions were naive. Organizational structures reflect belief systems about the form of educational experiences that, in turn, reflect broader societal forms for experience, social order, and the distribution of power. The goal and purpose of schools, heretofore, has been to transmit a fairly general and circumscribed body or state of knowledge. Broad experience over a long period of time with this mandate has resulted in a deeply ingrained acceptance and belief in this form as valid and, often, as the only form for education. School systems as social and human systems are based on the acceptance of the legitimacy of this form.

The goals of innovative projects, more often than not, challenge the legitimacy of these forms, creating unobtrusive obstacles that block the path to successful institutionalization of new practices and forms. As the Rand report points out, the surmounting of these obstacles requires early, continuing and overt support of the goals of the project by superintendents, district administrators, and school site principals.

In a general sense, the institutionalization of innovative educational practices is the problem of changing a culture which participants have been socialized into over a long period of time through their own experience with schooling. Now that the focus of innovation has settled on the role of the user as the principal agent for educational change, it would seem important to examine that role in relation to the culture which most certainly shapes and delimits its potential, at present. That is a broad topic, concerned with abstract and theoretical issues as well as practical issues rooted in organizational development. In the following section two types of issues will be discussed. One type deals with the conceptualization of educational knowledge and how it affects the educational experience of students. The other type is practical. It is concerned with organizational development and the issues which an innovative project must deal with in the process of institutionalization.

One part of that complex interrelationship between the teaching role and the culture of the schools is concerned with the manner in which educational knowledge is used to shape the experience of students. Bernstein (1971), from a sociological perspective, has proposed that the way in which a society selects, classifies, distributes, transmits, and evaluates educational knowledge reflects both the distribution of power and the principles of social control that underlie the society. More specifically, he poses the problem as:

> How are forms of experience, identity and relation evoked, maintained and changed by the formal transmission of educational knowledge and sensitivities? Formal educational knowledge can be considered to be realized through three message systems: curriculum, pedagogy, and evaluation. Curriculum defines what counts as valid knowledge, pedagogy defines what counts as a valid transmission of knowledge, and evaluation defines what counts as a valid realization of this knowledge on the part of the taught.

From this point of view, educational knowledge is a means for regulating the structure of experience for students. Any innovative effort to change the transmission and evaluation of educational knowledge is a challenge, in some respect, to prevailing belief systems. In another passage, Bernstein speculates on the experience students have with knowledge within a traditional model for education (referred to as a collection code):

> Any collection code involves an hierarchical organization of knowledge, such that the ultimate mystery of the subject is revealed late in the educational life. By the ultimate mystery of the subject, I mean its potential for creating new realities. It is also the case, and this is important, that the ultimate mystery of the subject is not coherence, but incoherence; not order, but disorder; not the known, but the unknown. As this mystery under collection codes is revealed very late in the educational life—and then only to a select few who have shown the signs of successful socialization—then only the few experience in their bones the notion that knowledge is permeable, that its orderings are provisional, that the dialectic of knowledge is closure and openness. For the many, socialization into knowledge is socialization into order, the existing order, into the experience that the world's educational knowledge is impermeable. Do we have here another version of alienation?

More traditional models separate knowledge into discrete discipline areas and emphasize secure control by the educational system of both content and the timetable for the cohesion of knowledge. Innovative programs have tended to emphasize weaker boundaries between discipline areas and more practical realization of knowledge through settings that stress use in problem solving. Similarly, less control and more collaboration by authorities with students is emphasized in setting content agendas as well as expectations for accomplishments.

At lower levels additional experience within this model is characterized by discipline on the part of the student to accept the selection of content, organization, pacing, and timing for evaluation of knowledge. As a consequence, an expectation is developed for the individual to respond to the institution in a unilateral relationship. Within the school culture, notions of success are based on the individual's mastery of the discipline. Failure in this task can have lifetime consequences for the individual's identity.

As Bernstein points out, education within this model focuses on developing states of knowledge, or what might be described as a body of knowledge, rather than ways of knowing, or the ability to create new potentialities through the use of knowledge. As part of this focus, connections with everyday realities are discouraged at an early age through a highly selective

screening of the connection between experience in school and outside.

The point of Bernstein's conceptualization (quite apart from whether it is applicable to a particular project) is that educational innovation involves considerably more than superficial reorganization of content, pedagogy and evaluation methods. Innovators who deal with the issues of program development and staff training must come to terms with social systems and how they are organized around issues of power, authority, and social control. Failure to achieve institutionalization of an innovative program could be attributed to fundamental differences between the social system that is required to maintain the program and the social system that operates within the school system.

In addition to the more broad and abstract conceptualizations of issues, there are practical issues that need to be considered if an innovative project seeks to engage a school staff in the change process and introduce new roles and new ways of implementing the educational process. What needs to be considered most clearly is the establishment of a rationale, a sense of purpose, and social structure that can eventually replace what has been abandoned. For example, if a professional group leaves the comfortable status quo of a traditional model for education, it has to develop an overarching mission or idea that can be accepted and acted on by all participants. In a sense, this is the basis for an ideological consensus that infuses values into an organization through the elaboration of commitments to particular ways of acting and responding to each other on the part of the participants.

The organizational mission is embodied in the goals of the project. As the Rand report points out, clarity of goals is critical for the success of educational innovations. The sense of clarity about goals is evolving for each individual as part of the process of indoctrination into the operation of the project. The selection of criteria for judging the development of the project towards its goals is one part of the clarification of goals. Within programs that have complex goals, evaluation criteria will inevitably be multiple and often vague or ambiguous. Acceptance of complex educational goals is based on a tolerance for a wide range of the learner's behaviors to be expressed within the program as well as considerable diversity among persons. Complex goals also imply continuous involvement by the learner so that evaluation at any discrete moment in time is unlikely to produce a reliable estimate of the learner's performance.

Leadership is critical in this phase of development; more critical than later when procedures and beliefs are established and routinized. Leadership is the source of guidance for shaping the character of an organization by embodying an institutional purpose into the ways of thinking and responding that characterizes the social structure of the organization. This "purpose" guides the process of decision making at a general level and assures continuity within the organization. In one sense, it is the organizational "image" that provides a sense of expectation for the operation of the social system of the project.

Selection and training of personnel, another critical task for leadership, is particularly important at the beginning of a project. Implementation of policy in educational innovations depends to a considerable extent on the attitudes and ways of thinking by personnel. This is the basis for the considerable emphasis on synthesizing belief systems and prior experience with the goals and values of the innovative program. Leadership needs to take into account the capacity of a given setting to absorb a varying point of view in this task.

The social base of an organization also is apt to change if the goals and guiding philosophy are changed. The social base is the aggregate or cooperating and competing organizations with which a project has contact. Competition often can be for funds, personnel, or influence. The problem for leadership is to understand and deal with the implications of cooperation and competition for the growth of the project.

In summary, there are a number of developments that can be predicted during the initial phases of organizational building. The following list is a series of objectives for charting the establishment of an innovative program.

- A social base is established through the clarification of sources of support and competition among organizations external to the innovative endeavor (including the system it is embedded in).
- A policy base is established through the formalization of procedures for the operation of the program. The policy base embodies guidelines for decision making at all levels.
- The focus of leadership is gradually narrowed from involvement in every aspect of the program to selected involvement in policy making.
- The "distinctive competence" of the organization gradually evolves and delimits the potential involvement and effectiveness of the program.
- Decision making is decentralized gradually, being enacted through subgroups.
- A system for personal accountability is established that defines personal responsibilities.
- A socialization process is established that is continual and involves all staff persons. Goals are clarified as a function of practical application.

- Personal belief systems are synthesized with goals and values of the model program. In this process new staff members are indoctrinated into the commitments of the program, i.e., ways of thinking and responding.
- The organization is infused with a value system (institutionalization). One aspect of this is the development of an organizational self-image that provides individuals with an ordering approach to daily work. A second aspect is reduced flexibility for organizational adaptability. Another aspect is the integration of the organization into the value system of the community. Successful integration implies that the organization takes on an "indispensable" quality.

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Institutionalization Through Collaborative and Individualized Staff Development

by Alvin Wolf

In the current academic year the Teacher Corps Project that joins San Bernardino State College and Clement Junior High School or Redlands is pursuing four goals to be institutionalized at the school site. When these goals are achieved Clement will have institutionalized:

a. A reading laboratory.
b. A resource center.
c. A collegial supervision program.
d. A program of determining the learning styles of specified students.

Programs to achieve the first two goals are under way at the time of this writing. Programs aimed at the latter two are being planned.

The purpose of this article is to describe how the Project developed the four goals and how it intends to implement them. This description involves a staff development design, the model of which is presented below. This model evolved from the first year's experience of the Project and is now being applied. It is the author's belief that this model provides a means whereby one agency, a state college, can help another agency, a public junior high school, to institutionalize change.

Two key concepts, *collaboration* and *individualization* constitute the foundation for the staff development design now in use. Through *collaboration* a junior high school staff and a college staff work together to plan, carry out, and evaluate staff development activities. *Individualization* dictates that inservice training is presented only to those teachers interested and willing to accept it.

The project's staff development design operates from six premises, divided into two sets. One set pertains to teachers.

1. Teachers have some ideas about what they want and need.
2. Teachers usually do not articulate all that they want and need.
3. Teachers need opportunities to talk with each other and outside consultants to develop their ideas.

The other set pertains to the college staff and can be applied to any group of consultants.

1. College personnel can stimulate teachers with suggestions.
2. College personnel can help teachers refine their ideas by asking questions and making suggestions.
3. Teachers will "tune out" college personnel if the latter dictate rather than listen, respond, and question.

In application these premises lead to a collaborative and individualized program.

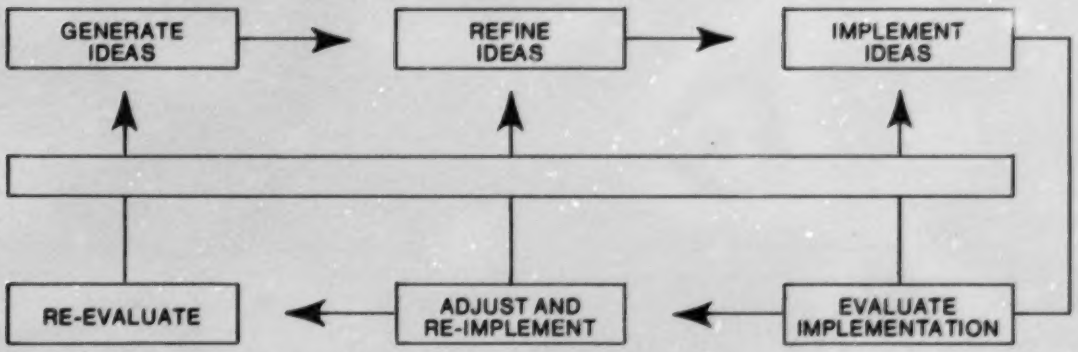
The Model: An Overview

The overall model for staff development contains six phases (see Figure 1). These phases are sequentially related:

1. Generate ideas.
2. Refine ideas.
3. Implement ideas.
4. Evaluate the implementation.
5. Adjust and re-implement.
6. Re-evaluate.

Phases four through six are evaluation phases which provide feedback to the first three, as well as to themselves. The point of these evaluation phases is to look at how well ideas are being implemented, to determine where shortcomings may lie (in generating, refining, and implementing), and to make adjustments where they seem necessary so the ideas can be re-implemented with a satisfying success level.

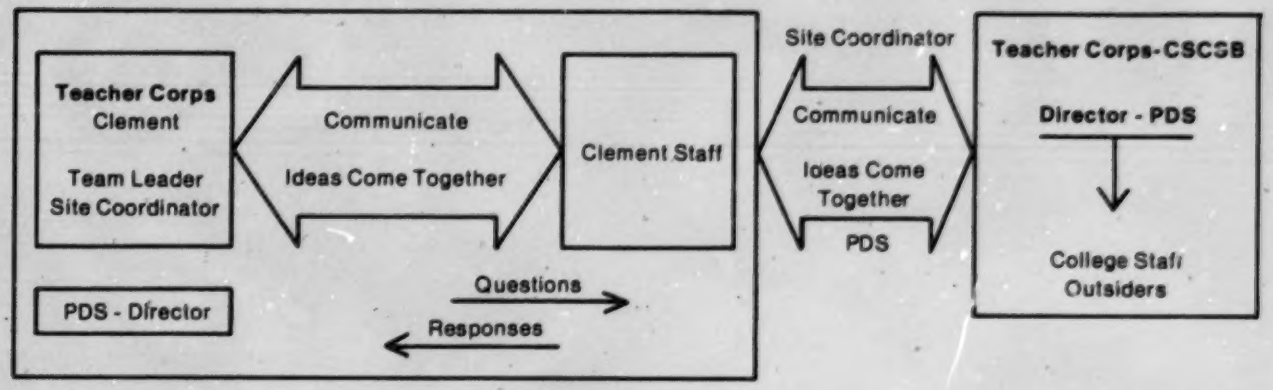
Figure 1:
To Generate a Program or Sub-Program



The Model: In Depth

Phase One—Who Generates Ideas? In the collaborative design that joins the college and junior high school site, ideas are generated by the people of both institutions. A system has been developed to stimulate the generation of ideas and to bring those ideas together. Figure 2 illustrates the system.

Figure 2:
Generate Ideas



Ways to Generate and Bring Together Ideas

1. Brainstorming — Clement Staff, College Personnel, Parents — Together or Separately
2. Needs Assessment Survey
3. Informal Teacher Comments
4. Observations of What is Happening — Collegial, Site Coordinator, Principal, PDS, Director, College Staff
5. Informal Student-Teacher Comments

At the junior high school (large box at the left) the Teacher Corps staff—the Site Coordinator and the Team Leader—communicate with the school's staff to collect ideas for staff development. The Project Director and Program Development Specialist also communicate with the staff by raising stimulating questions about inservice training and receiving responses. The communication between the Teacher Corps personnel and the school's staff is fundamental and vital. It is a grass roots approach to staff development. Those who are to receive the staff development, those who are the ones to be changed, determine what they want, how they want to receive it, and when they want it. They control the staff development procedure. This is where the first set of premises is applied: teachers know what they want and need and they should have the opportunity to express themselves.

At the college (box at the right), the Director and the Program Development Specialist gather ideas from the college staff. As indicated in the second set of premises, the college staff can make a valuable contribution by generating ideas.

Ideas flowing from both institutions come together through liaison people—the Site Coordinator and the PDS (arrow between the boxes).

How are ideas generated? Figure 2 suggests five ways ideas can be generated:

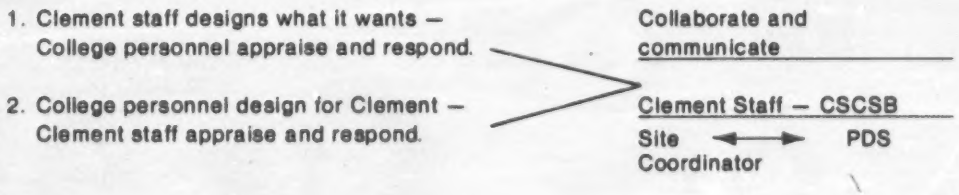
1. Brainstorming.
2. Needs assessment surveys.
3. Informal teacher comments.
4. Observations of what is happening.
5. Informal student comments.

Each group can brainstorm, separately or collectively. Notice that the model also includes parents. Informal talk in the teachers' lounge, at lunch, or at any time and place when and where teachers come together with each other and with students can be a rich source of new ideas. Observations by the school staff and the college staff or daily occurrences can also stimulate ideas.

Phase Two: How are ideas refined? In this phase the participants of each institution appraise the ideas generated by the other. They respond. The Site Coordinator and the PDS relay responses and arrange for face-to-face dialogues between the two groups. The outcomes result in acceptance of some ideas, modification of others, and rejection of still others. Plans are then made to implement the accepted and modified ideas. Interested members of the two staffs now work together.

Figure 3:

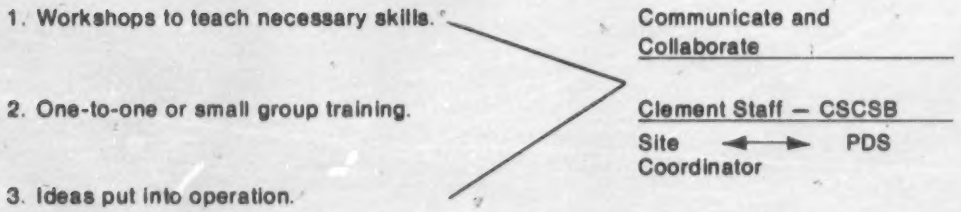
Refine Ideas



Phase Three: How are ideas implemented? There are two aspects to implementing ideas. One aspect involves providing the participating junior high staff members with the knowledge and skills they need in order to put the new ideas into operation with their students. The participating college staff members provide appropriate workshops in general areas of interest to all the participants and small group and one-to-one training for teachers with specialized interests (see Figure 4). Again the Site Coordinator and the PDS provide the liaison between the two staffs to facilitate the appropriateness of the training sessions.

Once appropriately trained, the junior high teachers can put the new ideas into operation.

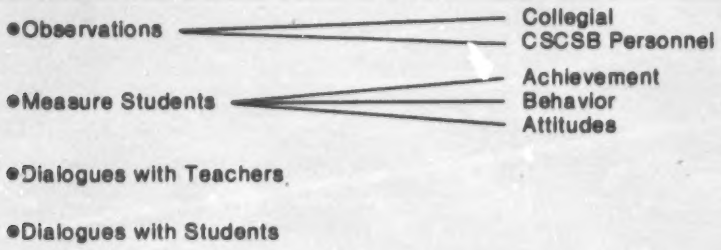
Figure 4:
Implement Ideas



Phase Four: How are the implemented ideas evaluated? Four methods can be used to evaluate the implementation phase.

Figure 5:
Evaluate

1. Evaluate the value of the Clement–CSCSB collaboration.
2. Evaluate the implementation – does it work?



1. *Dialogues—Teachers.* The two staffs, with the assistance of the Site Coordinator and the PDS, confer on the training and the classroom implementation. Through these dialogues the strengths and shortcomings of the program are identified, clarified, and critiqued. These dialogues involve observational data, measurements of effects on students, feelings, attitudes, and experiences of the junior high staff, and information gathered from dialogues with students.

2. *Dialogues—Students.* The two staffs talk to students to learn their perceptions of what has happened. These dialogues can occur in formal classroom sessions and through informal discussions with individual students and small groups out of class.

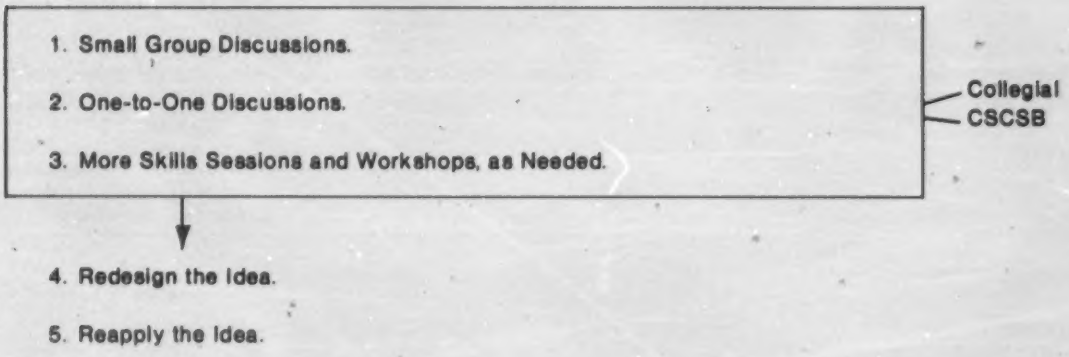
3. *Observations.* On a collegial basis, the junior high teachers prepare class visitations and record observational information on predetermined areas of focus. The college staff also make observations. Appropriate observational instruments are used.

4. *Measure Students.* The purpose of designing and implementing new ideas is to affect students. Thus, it is most logical to apply instruments to measure student achievement, behavior, and attitudes.

Phases Five and Six: Readjustment, Re-implementation, and Re-evaluation. The information compiled from the various sources now must be utilized to redesign the new ideas and prepare them for re-implementation. Collaboratively the two staffs engage in the appropriate sessions—workshops, small group discussions, and one-to-one discussions which they determine are needed. Revamped ideas emerge and are applied in the classroom.

Re-evaluate. Repeat evaluation and adjustment – re-implementation as needed.

Figure 6:
Adjustment and Re-Implementation



Phase Six, Re-evaluation, repeats phases four and five as needed.

The Model: Specific Examples

The model described herein is more than a theoretical design. Part of it is currently in use. Two examples illustrate the model in practice.

The Reading Lab. During the first year of the Teacher Corps Project, the PDS, Site Coordinator, and Team Leader conducted a needs assessment with the faculty. Needs teachers indicated on paper were discussed and prioritized at the faculty orientation prior to the opening of school in September 1977. The need to remedy student reading deficiencies was given top priority. In response to this expressed need, the PDS secured the services of a reading specialist from the San Bernardino State staff for the winter and spring quarters.

When the reading specialist arrived on the scene, the collaborative system went into operation. Her first approach was to dialogue with interested teachers. They told her their problems, interests, and ideas. One of their ideas was to develop a reading lab. The specialist used the teachers' interests and ideas as the focus of her work. She applied her expertise and helped shape a program. She took the lead in helping the reading teachers design the lab they wanted. The specialist conducted many discussions and workshops and arranged visits to reading labs elsewhere. Excellent rapport enhanced the relationship between the specialist and the reading teachers.

The reading lab opened in September 1978. Students identified as poor readers have been programmed to receive special assistance in the lab. Teachers in the various subject areas cooperate by excusing these students to work in the lab.

As liaisons, the Principal and the PDS arranged to release the reading specialist from part of her regular college duties for a year to work at the reading lab. Ensuing observation, discussions and workshops implement the idea and provide means for evaluation. Periodic measurements of student achievement are planned to evaluate progress. Adjustments are made as needed.

The Resource Center. Through the needs assessment described above the desire for a resource center became another high priority item. In this case the Project Director, the Principal, the Site Coordinator, and the Team Leader collaborated. They discussed finances, ordering, housing, processing, and use. The idea developed that all teachers would be permitted to order materials. The Team Leader and the PDS pruned the orders to meet budgetary restraints. The librarian agreed to catalogue the materials, and the Teacher Corps office was designated to house them. Before the Center opened in the fall of 1978, teachers evaluated the situation and suggested an extension to the original idea. They suggested that inservice training is needed to assure effective use of the Center's holdings. It has been determined that the teachers will make their requests for training to the Site Coordinator as they identify their needs. He will relay them to the PDS, who will find college staff members with the appropriate expertise to provide the training.

Various means to evaluate the use of the center and its effect on teaching-learning effectiveness are currently being contemplated. These means will be applied by the end of the fall semester so that adjustments can be made, as needed, in the spring.

To have the Reading Lab and Resource Center become permanent parts of Clement Junior High is the ultimate goal. It is contemplated that when the teachers are sufficiently trained and sufficiently satisfied they will operate both programs after Teacher Corps withdraws. The current enthusiasm expressed by many teachers and the Principal warrants much optimism that institutionalization will occur.

Collaboration and individualization have been the key to a harmonious relationship between Clement Junior High teachers and San Bernardino State College staff members. The Clement teachers have originated ideas and sought assistance. The college staff have come in to assist and make suggestions. They have not overpowered and they have not tried to control. They have come as colleagues. Communications flow. Both groups know where they stand *vis-a-vis* each other.

Building on this positive relationship, it is anticipated that during the current year at least two more ideas will be introduced, aimed at institutionalization. These ideas, the final two goals set forth at the beginning of this article, will originate not from the Clement teaching staff, but from the Site Coordinator, Team Leader, and PDS. These people have picked up ideas from various workshops they attended in the past few months. The ideas will be introduced, and the teachers will then decide whether to accept, modify or reject them. One idea is to develop a system of collegial supervision. The other is to train teachers to observe and categorize how individual students respond to various teaching situations. Through the collegial supervision system teachers will provide observational data to each other and jointly design teaching situations to encourage cooperative student behavior and to reduce non-cooperative behavior. Whether or not these ideas will be developed, implemented, and eventually institutionalized remains to be seen. But the collaborative-individualized staff development model will be used. We optimistically anticipate success.

How *Not* to Burn the Bridge After You've Crossed the River

by James R. Miller and Jon I. Young

Most of us are familiar with the story of Sisyphus who was condemned by Zeus to roll a rock up the steep face of a mountain, only to have it slip and roll to the bottom whenever he neared the summit.

We recognize this myth for what it is—an actual description of what it is like to implement a new program, or make directional change, in an educational system.

In spite of all the innovative efforts we make as educators (most of which are aimed at "those people who need help"), we are a surprisingly stable group. New activities or ideas about "how to" are skeptically examined by our clients, often not with an effort to uncover the advantages, but rather to point out the weaknesses and thereby justify the claim that "it will never work."

As in going to the beach for the first time, an individual seeking to implement a new program must be conscious of three major stages of progression. Even the most experienced swimmers initially survey the beach and identify the lifeguard. It is the lifeguard who can be counted on to assist in time of trouble. Similarly, identification of the new program "lifeguards" is equally important.

The second stage involves "reading the water." All of us need to understand the conditions surrounding our venture. Swimmers determine the temperature, locate undercurrents, etc. We must study our education environments for the same hazards.

The third stage occurs when the swimmer plunges forward and implements the program. The first challenge is to get past the breakers to the relative calm beyond. Contrary to immediate impressions the swimmer is not regressing, but conserving energy and adjusting to the environment. One could expect to maintain this state and assess program impact.

The remainder of the article examines each of these stages in detail and suggests some possible behaviors based on the successful implementation of an actual program.

Recognizing a Lifeguard

The staffing of a new program or idea is the first concern which must be met. Rogers and Shoemaker (1971) in their book *Diffusion of Innovations* discuss this question by examining three parameters: (1) the identification of an adoptor or one who is most oriented to change; (2) the opinion leader whose beliefs are readily accepted; and (3) the change agent.

Even without systematically analyzing each member of an educational faculty, one can recognize some basic parameters, the control of which will facilitate adoption by the faculty. Considerable care must be given to the identification and selection of personnel who will facilitate change in the school, as well as those who will provide the training.

Beginning in the 1960's, collaborative participation in planning became the *sine qua non* for funding federal and many state projects. Ostensibly, to receive funding, projects must not only identify a problem, but also, through collaborative planning, develop strategies for its resolution, and a means of assessing goal attainment. Unfortunately, collaboration all too frequently involves only the decision makers (central office staff and representative of the IHE) and ignores those identified as being in need of the training (teachers). Consequently, the disenfranchised, lacking both a commitment to and/or ownership in the project, react negatively to the proposed change, as one might expect.

Territoriality is as unbreachable among homo sapiens as it is among the lower animals. Turf-breakers (innovators) can expect their activities to be subverted, regardless of the excellence and purpose of their design. Innovators need to recognize that line-staff governance worked effectively in a world where teachers were normal school graduates and superintendents held master's degrees. But, the world has changed; statistics now show that a majority of teachers have earned the master's degree and that the present generation of teachers have more experience than ever before.

Moreover, many of today's classroom teachers have come to realize that not all of the gods are in the Temple of St. Jerome or in the Acropolis on the plains of Washington. Teaching the structure of the discipline, helping students to become little physicists, and using the inquiry approach rarely produced the expected results across the broad spectrum of students. The point

is that teachers have been led to the promised land, to the summit, time and again, only to slide back to the valley below.

Still there are teachers with varying degrees of eternal hope and the innovator must quickly capitalize on this affliction, if the project is to succeed. Identification and classification of the staff can occur rather rapidly, in a gross sort of way, by using the self-explanatory categories devised by political party practictioners—Saints, Sinners, and Savables. Subsequently, each list can be further refined by using the P.I.M. (Planning, Installing, and Maintaining) Model (Molenda, et al., 1976). Under this system the Saints included the "innovators" and "early adopters"; the Savables included "early" and "late" adopters; and the Sinners are, forever, the resisters.

While there are few immutable laws in education, we would suggest one—the innovator immediately return all funds to the originating source if there are no Saints, only a few Savables, and many Sinners in the target group. We would also suggest the same action if the principal, the chief gatekeeper, is a Sinner and the staff has only a few Saints and Savables. Obviously, each innovator must decide whether the risks involved warrant the energies and funds which need to be expended to achieve project goals.

Reading the Water

Experienced lifeguards know that swimmers come to the beach with a variety of experiences and that not all who come are able to swim. Some are afraid of the water, while others consider it a challenge. Some merely wish to learn to tread water, others want only to feel comfortable wading at the water's edge. Of those who want to learn to swim, some want to go immediately into the deep water, others want to learn closer to the shore.

Uninstructed beginners tend to thrash around in the water unable to coordinate their legs and arm movements. Pushing against the water when they should be pulling, kicking when they should be gliding, inhaling when they should be exhaling, beginners, while making little forward progress, quickly become fatigued. The experienced lifeguard knows that over extension can lead to drowning; therefore, those in deep water must be watched carefully.

Importance of Needs Assessment

Being sensitive to the climate of the system is also an ability that is only developed through conscious effort. This section focuses on the accurate recognition of needs and the communication of potential solutions to those needs in a manner that pleases the influential members.

Without being presumptuous, we would like to posit a second educational law: both the impact and the degree of institutionalization that occurs as a result of a project is directly proportional to the project's ability to determine and to respond to teacher needs.

Among teacher educators there is a belief that at the pre-service level the teacher lacks the experiential background for their education courses to be meaningful and that it is only when the teachers are in the field that they will come to realize the value of pre-service education. Moreover, there is considerable evidence to indicate their initial training had little impact on their teaching behavior (Stowitschek, 1977).

Similarly, Denemark and McDonald (1967) also report that in-service teacher education has an equally poor track record.

Determining teacher needs and developing a delivery system which will effectively respond to these needs is a long and tedious process. Since the needs assessment process should be open and democratic, any attempt by the project staff to wire or rig the outcome can quickly destroy the project's credibility and make the project *persona non grata* in the school. The purpose of the process is to identify needs as perceived by teachers rather than the identification of teacher needs as perceived by the project staff.

An Example

For many, if not most new projects, the needs assessment process occurs rather early in the scheme of events and is, therefore, highly significant because it establishes not only the trust factor, but the kind of relationship the project will have with the teachers in future activities. In fact, this process can be considered as the reality test if not the acid test for the project, and mixed signals received by the teachers may result in irreversible distrust and confusion. While the following steps are critical to careful planning, they are not offered as a panacea for all of the problems which might arise in the needs assessment process. Rather, the steps will, if carefully observed, minimize the chances of failure.

Step 1 — Orientation: What the project can and cannot do!
Step 2 — Small group needs assessment: A problem approach
Step 3 — Departmental needs assessment
Step 4 — Written needs assessment
Step 5 — Feedback on needs assessment findings
Step 6 — Teacher/Professor/Resource Person Conference
Step 7 — Individual conferences and contracts

In the steps outlined above, the assumption is made that the school faculty is already aware of the goals and objectives of the project, either through collaborative

planning efforts or previous orientation sessions. The purpose of *Step 1*, therefore, is to spell out in specific terms what the project can and cannot do. The project budget along with the possible benefits which will accrue to participating teachers, the school, and the community should be reviewed in realistic, not exaggerated, terms. Visual displays of these data in the conference room will aid the teachers in conceptualizing and internalizing the rewards available in the project.

Because *Step 1* is one of the more critical events in the life of a project, considerable care should be given to the selection of the person to make the presentation to the teachers. Whether teachers opt to buy into or out of the project depends to a considerable degree on the credibility of this person. If the project is fortunate enough to have on its staff a former teacher of the site school who has the trust of the teachers, it is he/she who shou'd make the presentation. The point is that while the project director may be the logical choice for making the presentation, there may indeed be others on the staff who can do so more effectively. Obviously, all staff members should be present as resource persons.

Steps 1 and 2 should be completed in the initial meeting with the teachers, if at all possible, since the positive benefits of active participation will be most clearly in mind at this time and it will be relatively easy for the teacher to relate these benefits to his/her professional growth goals.

Step 2 can best be accomplished in small groups of four or five teachers, utilizing a facilitator at the conclusion of the session to help process and record the input from each group. The goal in this step should be to get each group to identify problems, rather than to identify particular teaching needs. The problems approach to assessing needs tends to keep open a variety of possible solutions, whereas the needs approach tends to generate solutions, often without identifying the problem(s). In fact, the needs approach may result in problem avoidance, and the proposed solution may become an end in itself rather than a means to an end. Perhaps, an example will clarify the distinction we are making between the two approaches.

If teachers are asked to identify the problems that they have in their classroom teaching, they are likely to respond with such answers as: mainstreaming, motivation, grading evaluation, and classroom management. On the other hand, if we ask teachers to identify their classroom teaching needs, they are likely to respond with such answers as: more AV equipment, an aide, smaller classes, more preparation time, or fewer study halls.

Department chairpersons have dual roles in most schools since they are not only classroom teachers but quasi-administrators as well. Because department chairpersons have responsibilities which transcend the classroom they have unique needs and it is these needs which *Step 3* seeks to identify. In fact, it is possible that their needs (problems) will impinge on the project and determine its success or failure. Nevertheless, it is important to identify the problems at the departmental level and to seek their amelioration, if not their resolution. Moreover, in crass political terms, the success or failure of a project may depend on the relationship the project is able to build with the department chairpersons.

After meeting with the teachers and department chairpersons, the project staff will have a good sense of the major problems as well as their priorities. Nevertheless, it is important that teaching and departmental personnel have an opportunity to prioritize their concerns. *Step 4* is, therefore, a check on the project staffs' perception of what the problems are and how intensely they are felt by the teachers and department chairpersons. In addition, the project staff may wish to develop a sophisticated instrument which will probe more deeply into issues on problems raised in the needs assessment.

In *Step 5*, the data collected in the written needs assessment should be tabulated and the finding disseminated to the respondents. Selecting the university, and other resource persons capable of meeting the teachers' needs is an enormous task. Because the project will have limited resources and the teachers will have unlimited wants, the project staff will need to select those persons for *Step 6* who can respond to specific needs across a rather broad spectrum. The tabulated data from *Step 5* should be reviewed with the university professors to determine if their interests coincide with the teachers. Professors who have common interests with those of the teachers should then be asked to make a brief presentation to teachers, followed by small group meetings with the teachers.

The final step in the needs assessment, *Step 7*, is to conduct a personal interview with each teacher and to negotiate a general contract with each teacher. The specific details of the contract can be established later with the individual teacher.

Swimming

At this point the innovator has been able to implement his program and now must be conscious of the information needed to continue its existence.

Paradoxically, however, projects are simultaneously plagued with both too much and too little information. While there is generally a paucity of hard data, soft data abounds and sorting the wheat from the chaff in data overload areas is no less difficult than acquiring data where none exists. It is rare in these times to have the ability to acquire the hard data that is

necessary for continuous evaluation and program maintenance. In addition, political considerations and local taboos may delimit both the type and kind of data acquisition program that can be followed. Moreover, because of their developmental nature and the use of process objectives, installational models present unique problems in the data gathering process not commonly found in operational models. Consequently, the innovator must learn to live not only with ambiguity, but he must also learn that logical, rational decisions based on solid evidence are few and far between.

To acquire the information necessary to assess the planning, implementation and evaluation phases of each of the various pieces of the project, as well as the total project, a management system is necessary. The utilization of a wall-mounted management board,* with the various project programs listed on the horizontal and the management phases (planning, implementation and evaluation) listed on the vertical, is virtually indispensable to sound management of complex projects. Various staff members can be assigned the responsibility of developing and maintaining MBO cards (3"x5") for each of the project programs, moving the cards through the management phases as the objectives are achieved. The cards can be color coded for each of the various role groups involved in the project, thus making it immediately apparent when overloading occurs. A gestalt of the strengths and weaknesses of the project can be achieved by typing on regular paper the information on each card listed under each of the programs.

President Eisenhower frequently lamented during his two terms in the oval office that his subordinates did not always follow his instructions, nor did they always do what they said they were going to do. The management board will assist in minimizing this problem for project directors. Nevertheless, a monitoring system must be developed in order to acquire information regarding service delivery, as well as client satisfaction with the service.

Finally, successful projects provide not only for the achievement of program objectives but for the interfacing of programs, as well as their institutionalization. Remember? You did promise that you would do so in your proposal!!!

Conclusion

Many years ago, when men first began to challenge the authority of the gods, they received some unexpected assistance. Prometheus entered the home of the gods, stole some fire, and transported it to earth. It was such a startling development for humanity that many considered it some sort of trick. However, there were a few who recognized the influence for good and began to use the new phenomenon to make life better.

The gods used their influence on those less enthusiastic individuals to point out all of the weaknesses and dangers of fire, in an attempt to minimize its impact on humanity and maintain their present relationship with people.

A similar melodrama is played whenever new ideas are suggested for possible implementation in academic institutions. Forces are rapidly organized around the champions and the antagonists. In order to be successful, the individual responsible for the new activity must first be able to accurately anticipate the degree of difficulty with implementation, move to consolidate positive support from the designated leaders, and maintain control over the procedures.

Although there is no guaranteed "workable solution," there are certain procedures, which when utilized, can reduce the aggravation that normally accompanies activities that deviate from the normal. It is the innovator, however, who must make the final decision as to whether it really is "worth the effort."

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* The management board can be easily and inexpensively constructed by framing a section(s) of 4'x8' peg board.

Institutional Change: A Matter of Survival

by David Mosrie

Educators do not need an oracle to tell them that the people are unhappy with most educational institutions. Proposition 13 in California, consistent voter rejection of school bond issues throughout the nation, television presentations such as "Is Anyone Out There Learning" by CBS, and proposed constitutional revisions on education in Florida (1978) are clear indications of the public's attitude toward educational institutions.

The reasons for the present attitudes are not as clear. The public may be expressing their distrust of all institutions after the Watergate affair; or the public may be concerned about declining standardized test scores, the "lack of discipline" in schools, drugs in schools, or myriad of other sociological aspects of the school environment. Whatever the reason or reasons, the message is lucid—educational institutions must change! The strength of the "back-to-basics" movement further typifies this message.

Educational leaders should capitalize on the present attitude as an opportunity to produce real change in our public schools. Educational institutions are generally bureaucratic in nature and, therefore, slow and difficult to change. "One reason that bureaucratic organizations are not adequate to change is that they are modeled after a machine" (Lewis and Miel, 1972, p. 67). However, with enough pressure change will occur, even in a bureaucratic organization.

One modification that should be considered is an organizational shift within bureaucratic systems. It is evident that with the advancement of technology and society in general more changes will take place at a faster and faster rate. The slow, mechanistic approach of the bureaucratic system will not keep pace without modification. As time passes, the institutions may change, but they will continue to fall further and further "behind the times" as the *rate* of change increases. Eventually, public schools could be placed in a position of never being able to catch up, resulting in the public's abandoning them and seeking other methods of educating our future generations.

A practical approach to modifying the organizational structure is the institutionalization of a "change agent." This change agent (whether it be a person or a department) would have access to all levels of the bureaucracy, as well as the public that it serves, and would operate with few constraints. On the one hand, this change agent will need to be involved in the affairs of the institution; but, on the other hand, the change agent must have enough security to present new and perhaps unpopular or untried ideas. The result of this approach would be a more open and responsive system. In effect, the pyramidal shape of the bureaucratic system would be flattened somewhat. Bureaucrats would not be insulated or isolated, and changes could occur more readily. Ideas would flow from all levels to all levels of the organization without being diluted or lost in "proper channels" and red tape. By necessity, the organization would be more responsive to the unstable environment that exists in our society today.

The institutional change agent is only a first step in making institutions more responsive. The role of the change agent would obviously evolve as the organization becomes more open. With this openness, a democratic style of leadership would logically follow and the process of change and the procedure for change would itself eventually become institutionalized. Need assessment surveys, goal-setting instruments, system analysis techniques, program implementation strategies, and motivational techniques would become familiar to and systematically used by educational personnel. The open structure would diminish the administrative constraints which normally block change in a bureaucracy.

"Front-line educators" have expressed an interest in having more people helping them do things and fewer people telling them what to do. Teacher Corps projects or similar approaches have acted as institutionalized change agents in several school systems in the last decade. Teacher Corps has been successful in filling this role for several reasons:

1. Although they are a part of the institutions involved, project personnel have access to many levels of the bureaucracy. They are somewhat insulated and given the security to operate freely by well-known federal guidelines. At the same time, they must orchestrate a program that links two or more institutions and must remove any administrative blocks to this cooperation.
2. Teacher Corps projects not only talk about change but they also create change. Drawing from the strength of the agricultural model for change, demonstrating techniques and approaches in

project schools gives them greater credibility to practitioners. They are *shown* a model that works and are more receptive to a working model.

3. Collaboration, a requirement of Teacher Corps, builds a sense of community between project schools and their environment. Collaboration also opens the lines of communication among educational personnel within the system. In effect, barriers to change are lowered and the schools become more responsive to community needs. In the end, the process of change is institutionalized as long as this relationship exists.

Obviously, this approach to institutionalized change seems simple and does not pay tribute to the many prominent educational theories. It is by no means a novel approach nor is it the only approach to institutional change. However, it is my contention that educational institutions need a technique which is simple and easy to implement. Otherwise, the impact will be minimal. In other words, a simple response is better than no response at all. Teacher Corps projects comply with this criterion.

Institutional change is essential if educational organizations plan to survive. This need for change is vital now but will become increasingly more so as time marches on. By acting as catalysts, Teacher Corps and programs like it should continue to grow in the future and help to alleviate the problems facing educational institutions.

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Some Observations on Teachers as Change Agents

by B. J. Barnes

The tumultuous events of the sixties suggested the urgency of preparing teachers who would improve educational programs for low-income children. Since traditional teacher training had been of little influence in changing schooling processes and outcomes, some different ways of preparing teachers began to be explored. Although Teacher Corps projects were the most visible evidence among efforts to produce teachers with different attitudes and more effective methods, there were other less well-known programs with similar goals. A look at one such program may be instructive with regard to its unique characteristics as well as to those shared with other programs. A matter of interest here is whether the teachers produced were able to bring about the educational change which was their program's reason for being.

In 1970-72 the Claremont Teacher Leader Program [1] sought through unusual means to develop educational innovators—teachers who would not only make the schooling process different in important ways, but who would "make a difference" in the lives of those who had traditionally been poorly served by educational endeavors. Although the Teacher Leader Program was a modest one with only fourteen participants, it immodestly aspired to the creation of fourteen teacher leaders who would be educational "change agents."

The experimental program was designed to foster among new teachers the social awareness and the understandings which are required when planning for change. An opportunity for each teacher candidate to participate in the creation of a community-based vacation school was central to the concept of the program. This experience involved each participant in intensive planning and decision-making processes.

Ultimately, six "minischools" operated during the summer of '71. The creation of these schools developed and tested the participants' organizational skills in response to the identified needs of children or youth in low-income and culturally varied communities. In the minischools learning took place on two levels: as children learned, the schoolmakers were becoming prepared for creative classroom teaching. The year-long process of preparation was the subject of a participant-observer study [2] from which some of the present observations are drawn.

Among stated purposes of the minischool experiences were the development of the participants' ability to establish defensible goals, to operationalize them, and to evaluate their programs and themselves in the light of feedback and outcomes. In the development of their minischools the participants were to learn about teaching while avoiding the institutionalized forces which inhibit flexibility and limit the ability to see and act upon alternatives. They had to identify a community in which unmet needs might be redressed. Their schoolmaking tasks included recruitment of pupils, finding sites for the schools, designing curriculum, ordering materials, staffing, eliciting community support, and planning for evaluation.

During the program's first academic year, the participants' studies and field work were directed toward helping them acquire the knowledge and abilities needed to establish and run their little schools. When they were "intern teachers" during the program's second academic year their skills would be put to the test in public school settings.

The six minischools operated in the mornings during the summer which separated the two academic years, and the resources of the training institution were available for advice and support. Each was a reflection of the philosophies and styles of the participants involved, as well as the characteristics of the clientele for whom they were created.[3] Each participant had been allotted $346.00 with which to develop a viable six-week program, and these resources were pooled when shared concerns resulted in collaborative projects. The four group projects that resulted each expressed the dynamics within a particular partnership arrangement. Additionally, each minischool was a singular response to a singular situation, so there was no way the minischools could have been alike.

There were some notable commonalities among the

minischools, however. The participants all focused their efforts upon increasing options for young people whose life experience and economic circumstances placed them in a disadvantageous position in relation to school expectations and the demands of the large society. Their efforts reflected an orientation toward problem solving which was fostered by the program concept that solutions are functions of situations. And although, predictably, the solutions, like the situations, varied widely, one aspect remained constant in a way that the program planners had *not* predicted: No program operated independently of community-based or institutionally-based interests.

Among the minischool projects there were no independent "store-front" schools, as one might have expected. The participants not only saw the necessity of legitimizing themselves in the eyes of a potential clientele, but they were at the same time wary of creating minischools as personal "hit-and-run-ego-trips." Neither did they want to be regarded as "do-gooders." So they created linkages—to housing projects, to churches and recreational programs, even to public schools. A successful minischool, they informally agreed, would be one which was self-perpetuating because of ecological validity.

The trainers had been concerned with readying change agents. The trainees, however, saw the schoolmaking task as *real* opportunity to effect change. They sought, primarily, to develop a broad base of participation in their little school projects, and they intuitively sought to foster relationships that would outlive their own personal involvement and would persist. What they somehow perceived was that the effects of their projects were ensured only when the changes they wrought were institutionalized! So they developed connections with agencies and organizations whose purposes would support their own commitment. Whether the schoolmakers worked singly, in pairs, or in threes and fours, the minischools they planned and launched were collaborative efforts that involved power bases within the community and which encouraged shared responsibility.

The minischools' creators evaluated their projects positively in the light of the objectives established for them. These were by-and-large instructional objectives related to the purposes of each school. Community involvement in the schools' functions was a goal that was emphasized to some extent in all the minischools, and it was met variously. However, no attempt was made to assess the impact of a minischool on its community beyond the day that its doors were closed in the summer of 1971.

A matter which has been investigated is how the schoolmaking experience influenced the fourteen new teachers. A five-year follow-up study [4] examines not only the contributions of the program toward the participants' professional development, it asks whether they regard themselves as different from their fellow teachers and whether or not they have been effective in bringing about educational change.

By-and-large the fourteen do regard themselves as different from teachers whose professional preparation followed traditional lines. Since nothing in their minischools was predetermined, each aspect required assessment, planning, and acceptance of responsibility for implementation. Through the exercise of their decision-making powers the teacher candidates gained a sense of autonomy rather than dependency. This sense contributed mightily to their professional identities, and the participants seemed to have grown comparatively resistent to the socialization processes to which many traditionally prepared teachers succumb. However, the preparation which helped the new teachers to assess school practices and to resist or to circumvent those which seemed inappropriate, also has served to isolate them from their peers.

As teachers, the fourteen found that they were able to change things within their own instructional settings. Change which affected the institution more pervasively was another matter, however, and seemed as dependent upon situational variables as upon the participants' own abilities or determination. Notably, the changes they affected beyond their classroom walls required administrative support as well as a personal willingness to abandon the role of classroom teacher for one that carried administrative or training functions, or that operated on the political periphery of the educational enterprise.

The participants had so carefully, if intuitively, solicited the cooperation of sympathetic organized groups and institutions in the development of their minischool experiences; they did not give uniformly comparable attention to the situations in which they chose to teach full time. While almost all sought employment in low-income communities, decisions seemed more a function of such practical considerations as housing, driving time, etc., than of school people's recognition of a need for change and their readiness to move in new directions.

With employment the participants became part of the situations they needed to define. As teachers they

discovered that how they were able to respond to a situation was as much a function of someone else's perception of it as were their own views. That they were "different," autonomous, creative, or whatever, mattered not so much as the fact that they were "teachers" and individually powerless to alter the institution's capacity to change. Doing change, they found, takes some doing if it is not to be undone when one looks away. As one participant said:

> I used to think I had made changes. I organized many school events—book fairs, programs of minicourses that involved a lot of parents, etc. Although all of these things were successful and considered important enough to show visitors, etc., I realized recently that none of these things could ever happen again unless I personally caused them to happen. That's not change. [5]

FOOTNOTES

[1] The project, "Program to Develop Teacher Leaders Specializing in the Problems of the Disadvantaged" (1970-1972) was developed and implemented at the Claremont Graduate School, Claremont, California. It was funded through the Education Professions Development Act, United States Office of Education.

[2] B. J. Barnes, "The Teacher Leaders: An Heuristically Approached Study of a Preparatory Process in Teacher Education." Ph.D. Dissertation, Claremont Graduate School, Claremont, California, 1973.

[3] For descriptions of the participants and of each minischool, as well as a more comprehensive report on the entire program, see Carolyn Lipton Eisner and B. J. Barnes, *Schoolmaking: An Alternative in Teacher Education* (Lexington, Mass.: Lexington Books, D. C. Heath and Company, 1977).

[4] Eisner and Barnes, *Schoolmaking*

[5] Eisner and Barnes, *Schoolmaking*, p. 168.

Institutional Change: A Teacher Corps Cycle Ten School, Three Years Later

by Iris P. Berke

Teacher Corps exists to foster many kinds of educational change. Once introduced, some changes readily become standard operating procedure. Other changes require gradual, incremental adaptation and accommodation to the local situation. Some changes, such as attitudinal ones, may require no additional expenditure to maintain after federal funding has ended. Other changes, especially procedural ones, may require considerable institutional support, financial or otherwise, to maintain. An assessment of Teacher Corps Project institutionalization should consider categories of Project initiatives to be institutionalized, and the types of effort necessary for their successful maintenance.

The Hoover/Stanford Teacher Corps Project, 1975-77

One of the main goals of the Hoover/Stanford Teacher Corps Project was to institutionalize a process of problem identification, analysis, solution, and evaluation at Hoover Junior High School. This goal was realized through the establishment of Work/Study teams of Hoover teachers, aides, interns, and Stanford faculty and graduate students. Each Work/Study team selected its own tasks to pursue. The tasks selected often determined how the group would operate.

The Language Arts team devised a management system for team planning, curriculum development, teaching, student-grouping, and grading in an open space environment. Their system was so successful that Hoover teachers demonstrated it to other schools.

The Math Work/Study team developed a system of pre-testing students for math skill units, and then grouping students homogeneously for instruction according to test results. Teachers team-planned their instructional program by skill and student-ability group. Classes were reorganized on the basis of pre-test results for each individual unit. The Math team also incorporated games, simulations, and calculators into the curriculum. A Stanford graduate student taught computer math to interested Hoover students, using a district-provided terminal at Hoover.

The Physical Education team developed an extensive co-ed elective curriculum, as well as an individualized team-taught contract course for low-achieving students. The contracts relied heavily on teacher-developed instructional materials and on the Project-developed physical education media center.

A Learning Skills Center was established to provide intensive individualized instruction to children having problems in their regular classes. This tutoring center, organized by two Stanford graduate students, helped many children who were having learning problems due to a variety of causes, including limited English proficiency. Tutors were specially trained to meet the needs of children referred to the Center.

There were a multitude of other developments in the Hoover/Stanford Teacher Corps Project. A Career Center and Reading Lab were established. The Hoover Media Center was stocked, mini-courses in a variety of subjects were taught, staff accommodated to working in open space, and articulation with feeder elementary schools and the high school which Hoover graduates attend progressed well. Interns were trained, curricula developed, classroom management strategies adopted. However, the Work/Study teams and the Learning Skills Center were the major Project changes whose institutionalization was expected to occur.

Continuation of Project Initiatives After Funding Ended (1977-78)

In the year following the Teacher Corps Project at Hoover, many aspects of the Project remained. It may help analysis of institutionalization to think of continuation by individual *people* and certain *processes* introduced during the Project. The processes require varying degrees of institutional support to maintain.

People. Nearly all of the Hoover staff, including many Project leaders, remained at the school in 1977-78. In addition, considerable impact was made on the school by retention of people who entered Hoover via the Project. Three interns trained at Hoover were hired to teach physical education, foreign languages/social

studies, and language arts. The Stanford Teacher Corps Project In-Service Director became a Hoover vice-principal. The Learning Skills Center Director remained at Hoover full time to manage the program and to conduct a controlled experiment to assess its effectiveness. The Team Leader returned to full-time teaching of social studies at Hoover. The Project Community Coordinator became a classroom aide to a former intern. Thus, six people introduced to Hoover through the Project—four of them Spanish-speaking—remained at the school following cessation of funding.

Process. The departmental and electives Work/Study teams continued to meet during Tuesday afternoon released time. Most continued to explore issues raised during the Project, to implement solutions begun, to refine systems instituted the previous year, and to evaluate results. The Learning Skills Center continued with a better mechanism for recruiting and training tutors, and with a better management system for ensuring teacher participation to guide tutees' individual instruction.

New courses begun during the Project continued and were refined. Gymnastics, introduced by intern Rosalia Guillen, became a regular part of the physical education curriculum when Rosalia shared her skills with other department members. Cheerleading, also introduced by Rosalia, remained an important extracurricular activity. Intern Shelly Anderson introduced a "bilingual lab" course in which Spanish-speaking students refined their English and Spanish language skills and learned about Latin American history and culture. The Language Arts Reading Lab, a development of the Project Work/Study team, flourished. Departmental team planning became an almost-universal school norm, and several cross-department curriculum development efforts were undertaken. Hoover staff internalized the work/study procedure of school problem solving, and responded to new concerns by forming teams to deal with discipline and orientation of incoming seventh graders to Hoover Junior High School.

During the Teacher Corps Project, the Math and Language Arts Work/Study teams initiated meetings with teachers from elementary schools whose students would attend Hoover and the high school which Hoover graduates attend. These meetings, to develop common educational goals and a continuous curriculum across grades K—12, continued after funding had ceased, with Hoover staff playing the key roles.

Morale was very high at Hoover. Departments were functioning very well, initiating new activities and following through consistently on ones already begun. The level of innovation and cooperation was high. Electives teachers continued to work together on the Combo Program, a survey of electives in art, crafts, home economics, typing, music and science. They felt themselves to be a "department" of sorts, whereas prior to the Teacher Corps Electives Work/Study team, they operated as separate teachers of unrelated subjects. Teacher professionalism was very high. Three teachers entered advanced degree programs—two in instructional technology, an interest sparked by the Project mini-course in that area.

Several teachers attended professional conferences and workshops, a means of professional growth encouraged in the Project. A Hoover vice-principal and a language arts teacher, both Project-introduced staff members, presented a paper on the Language Arts team teaching system at the California Association of Teachers of English conference in February 1978 in San Francisco. The same vice-principal presented a Teacher Corps Research Framework Symposium on "Practitioner Needs as the Basis for Selecting and Conducting Research" at AERA in March 1978 in Toronto. Hoover was selected by the Northern California ACSA (Association of California School Administrators) as a "Model School" which resulted in many visitors touring Hoover to see the new media center, use of open space, co-ed physical education, the language arts and math programs, the reading lab, learning skills center, and an established R-3 program.

Organizational support. Released time continued on Tuesday afternoons, providing a fixed time and atmosphere conducive to school improvement activities. Administrative support for continuing Teacher Corps activities existed at Hoover and at San Jose Unified School District. Teachers and aides were encouraged to continue their professional growth. They were provided with requested materials and with occasional substitute teachers and funds to attend relevant professional conferences and workshops. The constant stream of visitors made the Hoover staff feel that, indeed, they were experts in what they did.

Passage of Proposition 13, June 1978

The passage of California's Proposition 13 had a marked effect on the continued institutionalization of Teacher Corps Project initiatives at Hoover. Budget cuts left their mark on education in San Jose Unified School District. District general operating funds were reduced approximately 12 percent. This has reduced district supervisorial support in the instructional areas by more than half. District funds for conferences and in-service programs have almost entirely disappeared. There have been reductions in teaching and classified personnel (including substitute teachers) and in field and study trips. The effects were unevenly spread among district schools, but generally the schools in low-income areas

which had had the greatest additional district general fund resources were the most severely cut back after passage of Proposition 13.

Hoover lost eight instructional aides, most of whom were Spanish-speaking. These aides greatly enriched the instructional offerings available and served as an important link to the parent community. Only one regular aide, in ESL, remains at Hoover in 1978-79. Fortunately, the former Project Community Coordinator is now a Migrant Education aide and she unofficially continues in her role as community liaison but in a greatly reduced capacity. The removal of so many classroom aides has necessitated major instructional changes. Classes are now much more heterogeneous than they had been with extensive team teaching and student grouping systems. The reduced number of adults available and the wider range of skill and ability in classes has caused many Teacher Corps Project innovations to be abandoned.

The Tuesday afternoon released time formerly devoted to continuation of Work/Study activities has been eliminated. Although teachers do still plan together in language arts and social studies, they must often do it sporadically, without the institutionalized time set aside. This naturally affects the quality of the activities available. Language arts and math teachers reported that classroom organization has changed from much individualization and small homogeneous group work (which was possible with careful team planning, organization, and the presence of aides) to mostly whole-class instruction. Language arts teacher Pat Alvarado maintained, "The language arts teachers still work closely together, but you just can't be as creative or innovative with such drastically reduced resources." During the second year of the Teacher Corps Project, the Language Arts Work/Study team had begun to develop curricula with the ESL teacher and coordinated some instruction with the Social Studies Work/Study team. Due to the elimination of regular released time for these activities after the passage of Proposition 13, however, all formal attempts at interdepartmental collaboration have ceased. As one teacher aptly described the school climate now, "Everything is in a holding pattern."

The Math Work/Study team has abandoned student grouping procedures instituted during the Teacher Corps Project and continued successfully last year. Now classes are completely heterogeneous, and, as one veteran Hoover teacher observed, "There are too many different skill levels mixed together."

Due to reduced staffing, teachers who had previously taught only one subject now teach several different ones. Subject matter specialization and professionalism fostered in the Work/Study teams necessarily declines when one teacher must teach classes in language arts, typing, and social studies. Far from complaining about this situation, however, the Hoover teachers are grateful to still have their jobs, even though their responsibilities have changed. Staff morale is understandably very low.

Evidence of the Teacher Corps Project Following Proposition 13

When possible, Hoover staff continue Teacher Corps initiated activities. Seventh grade social studies use their common prep period to refine the curriculum changes begun in the Work/Study team. Unfortunately, no other group was fortunate enough to have such common work time available. Co-ed physical education classes are a regular part of the curriculum now, with gymnastics taught by Hoover staff other than Rosalia. Unfortunately, the special P.E. course for low-achieving students had to be dropped because it required too much additional work for which organizational support was necessary. (Incidentally, Rosalia, now on maternity leave, married a Teacher Corps intern whom she met at the CMTI Training Conference in 1975.)

The former Team Leader, now teaching social studies at Hoover, retains a close relationship with the former interns. She and the intern who teaches social studies discuss curriculum daily, while the language arts former intern reports going to her "for guidance about school and otherwise."

The Learning Skills Center is flourishing and will provide assistance to 200 Hoover students this year, as well as conducting a controlled experiment matching CTBS scores of a neighboring junior high school to assess the effectiveness of the program. It was funded by an ESEA Title IV C grant, however, and unless that is renewed, it is unlikely that the extensive tutoring program can be maintained in the future without outside funding.

The ASCA "Model School" of 1977-78 has experienced a considerable decline in morale, feelings of professional satisfaction, and enthusiasm as a result of the passage of Proposition 13.

Analysis

The Hoover/Stanford Teacher Corps Project initiated many changes in curriculum, classroom organization, management, grading, discipline, instructional technology, and overall sense of professionalism. Institutionalization of such diverse innovations cannot be expected to be uniform. For the purpose of analysis, it is helpful to think of the following categories of change:

1. Those that can be maintained by an individual acting alone, without additional resources; and
2. Those that require somewhat extensive organizational or institutional support to maintain and continue.

Clearly, those in the first category will be easiest to maintain after federal funding has ended. Teacher changes in attitude and behavior may continue long after the Project which introduced those changes has ended. Such subtle long-term effects of the Teacher Corps Project on changes in people's attitudes and teaching behavior are very difficult to assess. They may not even be considered in assessment of the successful institutionalization of a federal program, but changed attitudes and teaching strategies which can be maintained in the hearts and minds of individual teachers will remain when other trappings of institutional support have been removed. What remains at Hoover after the passage of Proposition 13 is a group of people who will be ready to resume their former high level of innovation and professional excellence once the climate is again receptive.

The effects of the Teacher Corps Project in the second category, those that require organizational support to maintain, are the most lamentably missing now. Reduced staffing at the school immediately eliminates the possibility of institutionalization of many Teacher Corps changes. Elimination of regular released time has seriously hampered the effective within-school collaboration for educational improvement so apparent at Hoover during the past three years. Thus, removal of traditionally provided organizational support for the Work/Study teams has reduced the likelihood of permanent institutionalization of the aspect of the Project which held the greatest promise for continuous effective management of school concerns.

An Intern Looks at What Happened

by Fahamisha Butler

As I reflect on the summer of 1977, I recall my state of confusion at the beginning of the Corps Member Training Institute three-week activity. Teacher Corps interns like myself represented the various projects throughout the United States. We gathered together to acquire organizational concepts and skills to take back to our individual sites.

I could not understand why I was being saturated with so many organizational concepts. Because I am such a realist, it was somewhat difficult for me to apply the concepts to hypothetical situations. We did much role playing to illustrate concepts, such as temporary systems, decision making, power, authority and influence, as they relate to organizational affairs. The one concept that sticks in my mind is temporary systems. Both the three-week CMTI activity and the two-year internship are temporary systems because they are short-term educational programs. When things get extremely demanding with the project, I remind myself this Teacher Corps project is a temporary system. As the CMTI ended we interns returned to our respective sites.

At long last came my opportunity to apply my CMTI training to a real situation. The thrust of my project is Alternative Education. In the beginning, I was uncertain of what Alternative Education was, but I had no problems whatsoever recognizing organizational concepts in action at the Alternative School. The concepts I learned during CMTI were now making sense.

The first year at Area E Alternative School was a year of observation. For one whole year we interns collectively analyzed instructional techniques, classroom management, and methods of discipline. I must say this was a very meaningful learning experience, because the Alternative School ranges from Grades K—12 and each teacher's style is unique.

I discovered that alternative education, as it applies to Area E School, means an eclectic approach to instructional methods designed to meet the needs of students. There is no set teaching method encouraged, but individualized instruction was favored among the majority of the teachers.

During CMTI, Teacher Corps Director Bill Smith made it very clear that we were not "change agents," but learners. Although we developed close relationships with the teachers we were still viewed as outsiders. An occasional conflict did occur when teachers thought we were acting like "change agents"—Bill Smith's words were now making sense!

CMTI dealt with the subject of Multicultural Education. I remember conflicts and heated debates interns had on the subject of whether knowing one's roots or cultural heritage was important. At the Alternative School, a multi-racial setting exists and Multicultural Education is emphasized. Students' knowledge and pride in their cultural heritages and appreciation of customs and traditions of diverse racial groups are reinforced by the teaching staff. Again, CMTI training became applicable.

The required community projects of interns allowed me to become involved in coordinating multicultural assemblies (Black History, Native American Pow-Wows, Cinco de Mayo). I actually established contacts with various cultural groups and social agencies in the school community.

The Area E Alternative School's decision making involves the total community. The school's community council comprises three parents, three students, three teachers, and the principal. They cooperatively make key decisions concerning the school. As an intern representative, I am also active in the shared decision-making process. However, the actual voting is limited to the elected council members.

The second year has arrived and we interns are now doing our student teaching. The Program Specialist Gwen Austin suggested we experience a traditional setting as well as the Alternative School and so we are presently student teaching at L. A. High School. I think teaching in a formal structure like L. A. High is just as valuable as the learning experience at the Alternative School because we experience both traditional and alternative teaching methods. However, both the Alternative School's informal structure, as well as the traditional high school's formal structure, aim to meet the needs of the students.

Our final semester of student teaching will be done at the Alternative School. Time is passing very quickly and I have come to many realizations. I now appreciate the value of the CMTI experience. I also unterstand that to positively effect change within any institution, one must be totally familiar with its organizational dynamics.

This two-year internship provides a realistic approach to teacher training, as opposed to the traditional teacher training programs which use lots of theory and little practical experience. My outlook is very positive as a result of my Teacher Corps involvement up to now, and I hope to become a teacher who will have a more effective impact on the learners in our educational institutions. If institutions are really people, then when people change, institutions also change. It is inevitable that in some way I will be an agent for positive change.

The Core of Educational Change: California State College, San Bernardino/ Clement Jr. High School — 12th Cycle Project

by Patricia Estrada and Alvin Wolf

Henry G. Clement Junior High School is one of three junior highs that serve the Redlands Unified School District. Aside from being the smallest of the three schools (about 650 students and 36 teachers), Clement is also the junior high with the largest proportion of minority students and students from low socioeconomic families. The history of the school has been consistent in two paradoxical areas: the school has always had a preponderance of staff members who possessed a high degree of commitment to their students, both within the classroom and in extracurricular activities; and there has also existed the community-wide negative image of the school that can often be found as a corollary to low-income, high-minority student bodies.

When the Teacher Corps Project was proposed to the staff in the fall of 1976, it was seen by many to be the opportunity to advance a positive public relations campaign in an assertive effort to upgrade the public image of the school. Recognizing that low self-image on the part of both community and students could act as a deterrent to positive learning, the Clement staff wanted the Teacher Corps program to help create an optimum climate for educational change.

Changes have come about with positive growth in the area of public relations as well as in the tangential areas of student pride, teacher professional growth, and parent involvement. This growth is best related by describing the ongoing activities in each of the three component areas of the Project.

The staff needs assessment was painstakingly developed over a period of several months (pre-project acceptance through the initial planning months) by participating teachers. Working as a total staff, as departments and as individuals, the teachers brainstormed areas of concern, areas of strength, and areas of need. These needs were then prioritized, and the top four were chosen as the focus of staff concern for the duration of the Project. Although by no means entirely fulfilled, the needs of classroom management, student reading level, school pride and teacher-student counseling, have been addressed through a multi-faceted program of staff development.

Inservice workshops directly related to the needs assessments have provided teachers communication and classroom management. An additional area of emphasis for many of the teachers lay in the workshops provided in the area of coping with stress. Results of these activities provided solutions for problems directly related to the educational process, and thus enabled teachers to redirect their concerns toward those dilemmas that specifically affected the students.

While staff reaction to the inservice planning was not universally positive, the negative reactions seem to be evidence of a desire on the part of the staff for a more individualized approach to meeting their needs. This approach was soon adopted, and consultants from Cal State San Bernardino became available to the Clement teachers on an as-needed basis. The Project gained the services of Adria Klein, specialist in reading, Bob Pratt, specialist in counseling, Sherrie Bartell, specialist in counseling, Steven Wagner, consultant in Special Education, and Lloyd Campbell, specialist in counseling. Addressing themselves to specific teacher and/or administrative staff requests, these people were able to assist in current problem areas and in the development of new programs on the Clement campus. Reactions to the services these people provided were predominantly positive.

Concurrent with Cal State staff participation on site, several Clement teachers elected to participate in the master's programs at the college. The course work became yet another way to facilitate personal growth that could be reflected directly in the classroom. Approximately one-fourth of the teaching staff are so engaged. It is expected that such professional growth in the teachers will be reflected in learning growth and attitude change in their students.

Atmosphere on a campus is a complicated entity, and no pretense is made that Teacher Corps alone was the determining factor in the positive change that the

Meetings + Meetings + . . .

student morale has undergone during the past year. Yet, without Teacher Corps creating opportunities for staff conference attendance, inservice workshops, consultant service and educational advancement, it is strongly felt by many that the gains of the past year would surely have been greatly minimized.

The Intern training program has brought four teacher trainees to the Clement campus who have been accepted by students, parents and teachers as regular members of the teaching staff. That three of these Interns are Mexican and two are bilingual is important to the Project, since a majority of the Clement students are Mexican. Recognizing their talents and perceptive ideas, the teaching staff often seeks them out and points to their involvement on campus as a source of pride in the Teacher Corps program. Their involvement with students has crossed over in many instances from strictly subject-oriented relationships to teacher-as-counselor approaches. During the summer months they ran a student center in the Teacher Corps office, which offered a game center, record and tape area, and student activities. This enabled them to meet several students in a more informal atmosphere. A major impact that the Interns were able to make on the school came out of their summer community responsibilities. Each of them undertook to visit a predetermined portion of the parents of all incoming seventh grade students. The positive repercussions of having had an official member of the school staff make contact with the homes are still reaching the school. One direct result of their visits was the increased attendance of parents at the Back-to-School Night held in September.

Even though junior high schools are usually departmentalized, teachers are often required to be multi-faceted in their approaches to student learning and to behavioral problems. Realizing this need for specialization in the training of prospective teachers for the junior high school, it was decided by the PDS and Team Leader to provide a training program for the Interns that would give them the opportunities to experience innovations in education at the site, as well as at the college. The models of teaching by Joyce, Weil, and associates were used as the fundamental texts for the micro-teaching module provided for the Interns in the spring of the first year. The micro-teaching units were videotaped by the Team Leader and Site Coordinator for Intern self-analysis and group critique. This gave each Intern an opportunity to learn and practice varying teaching approaches that could then become a part of their methods repertoire.

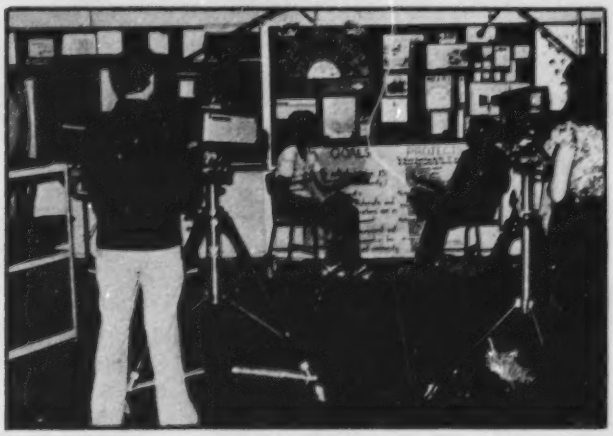
Recognizing that there is no better training than a carefully structured in-class teaching experience, the Interns' student teaching assignments were established to give them twice the classroom experience regular student teachers receive. Upon completing the basic teacher training courses, the Interns were assigned classes to teach. Each taught nine weeks in the spring of 1978, with the college supervisor and the Team Leader monitoring their work. This experience generated much supervisional feedback. During the summer the Interns evaluated their experiences and applied them to the plans they made for teaching in the fall. Currently all Interns teach two periods daily and also assist in the English Lab reading program. The Team Leader has developed their student teaching program and supervises them in conjunction with a college supervisor. Videotape feedback and discussions with the Team Leader and the college supervisor will help the Interns to analyze, evaluate and adjust their teaching. These experiences will continue through the fall semester.

Interns and a V.I.P. visitor

In February and March the Interns will have time to analyze and evaluate their work again and to plan further adjustments. They will return to teaching the last weeks of the spring semester to apply again what they have

learned. The Teacher Corps personnel believe that this scheme will provide the Interns with maximum contact with the realities of teaching and prepare them well for their careers.

Three Interns are planning curriculum projects as part of their master's work. These projects will tie in with their student teaching and will deal with new approaches to teaching. In this way the two aspects of the Interns' training are unified.



Videotaping

A desire to increase parent participation in the programs of Clement Junior High has been the motivating force behind the community component of the Project. During the first year the Community Coordinator conducted needs assessments of the parents on two different occasions. Using the results of these surveys and using the brainstorming sessions of the School-Community Council, programs were planned for the parents that included parent classes in reading and math, workshops in parenting, and increased communication to the homes about school-related activities. A Clement Classified program was established in an effort to match parent volunteers with specific teacher requests.

At the crux of the community planning was the awareness that one-to-one communication was the most effective way to garner interest and continuing support for the Project and the school. Thus the emphasis during the first year was on visiting with parents, explaining project goals, and urging direct participation in school activities. The public relations groundwork was a joint venture of the Community Coordinator, parent participants in the Project, and Interns.

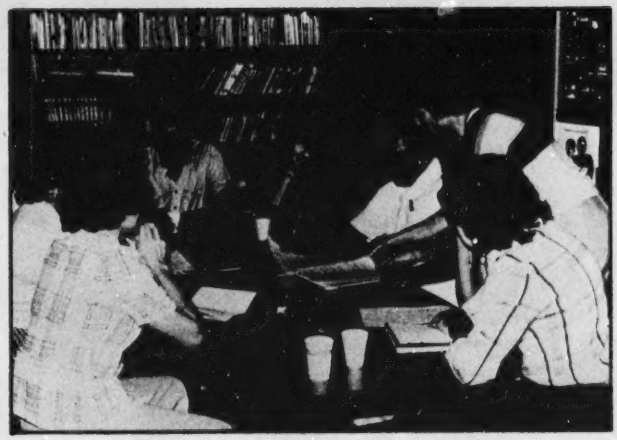
The School-Community Council began this school year with an infusion of participation by seventh grade parents and renewed interest on the part of other community members. The second year proposal made provisions for the Community Coordinator to have the services of four liaison aides as direct links to the elementary feeder school communities. The input they have received from the communities they service, along with the contacts that the Interns made, have provided the School-Community Council with both new members and a more focused approach to providing school support. New parents have included several fathers who are eager to assume leadership roles and responsibilities on the Council.

There is a pervading sense of enthusiasm and excitement among participating parents, community people and faculty members as they plan for the coming year. The Teacher Corps School-Community Council is giving all of them an opportunity to actively participate in coordinating programs that will benefit the education of Clement students. The school is becoming a hub of communication for varying aspects of the community, and a unifying force in explaining educational goals and objectives.

Community Council

The success of Teacher Corps at Clement Junior High cannot be measured during the two years allotted to 12th Cycle. True success will surface only in direct proportion to the residual benefits that are realized on a permanent basis. The prognosis is good, however, for there are three main areas at present that touch every student and/or teacher in the school. These are the Teacher Corps Resource Center, the library bibliographies of multicultural materials developed by the librarian as part of a summer multicultural project, and the English Lab program aimed at the second quartile students (those reading at least two years below grade level).

The Resource Center has been developed in response to teacher requests for materials. It includes materials which total approximately $18,000. All



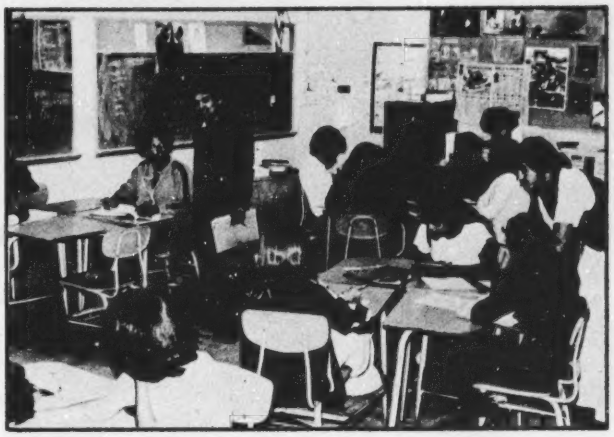
Subcommittee

members of Clement's staff had the opportunity to submit requests for materials. These requests were processed under three guiding principles: the total cost could not exceed the allocation, every person making a request was to be accommodated to some degree, and the materials must facilitate student learning and teacher training. All the materials are currently being cataloged by the school librarian and the Teacher Corps secretary and are to be housed in the Teacher Corps center for staff use. The materials are to be shared, so there will be a checking-out process to monitor use. Instructors from Clement and Cal State San Bernardino will provide inservice training on the materials, as needed.

During the past summer the school librarian analyzed the library's collection of books and media materials on multicultural topics and made bibliographies for ten ethnic areas. These areas are: Western European-American, Eastern European-American, Mexican-American, Jewish-American, Latino-American, Black-American, Asian-American, Arab-American, Multicultural book set and Multicultural folktales.

To facilitate using the library for multi-ethnic studies, the librarian has given all teachers copies of the bibliographies. At the end of each month she circulates a form to these people for them to report to what extent and in what ways they are using the lists. The form asks the question: "Have you used the multicultural bibliographies this month in your planning and in student assignments?" The evaluation sheet lists the ten areas. The teachers indicate their use of each by responding to four points: Yes or No to the question; Student Assignments—reading, research, etc.; Teacher Planning—units, techniques, topics, etc.; Frequency—number of days or periods. Finally, the teachers are asked to write comments on how useful the bibliographies have been that month. The September evaluation, the only one completed so far, indicates that four teachers used the lists and two others reported they have plans to use them in October. These six teachers constitute 20 percent of the classroom staff.

The English Lab designed to help students with reading problems has become one of the most outstanding outcomes of the Project to date. Several teachers expressed the need for this lab in the initial needs assessment made prior to starting the Project. Some teachers discussed this need at the teacher orientation in September 1977. In the following spring semester, after the Project's planning period, a reading specialist from the college staff was assigned to Clement to work on the lab. Under her direction the lab was designed. Criteria were drawn up to identify students who would be assigned to it. With the cooperation of the administration, space was acquired for the lab and teachers were assigned to develop it and work in it. The specialist developed a training program for the teachers and all the Interns who would work with these teachers. This program began in the spring and continues through the current academic year. A generous supply of materials have been purchased and they are now in use. Three teachers, four Interns, and about 130 students (20 percent of the total enrollment) are now participating in the English Lab. These teachers and the reading specialist are confident that test results next spring will indicate these students will have attained significant gains in reading skills.



English Lab

Community involvement in the English Lab program will be essential for continuation of the program during the coming years without Teacher Corps funding. It is planned to develop a parent training program in the spring of 1979 that will provide a qualified cadre of parent volunteers who can assist in the Lab classes during the coming school year. Thus Teacher Corps can

provide the training necessary to ensure continuation of a highly successful program after the Project has terminated.

The Project has had an impact not only on the Clement staff, the community, and the Interns, but also on the School of Education at Cal State San Bernardino. It has provided opportunities for the college faculty to attend workshops and seminars, to develop new programs, and to add to its collection of teaching tools. Specially purchased materials have been cataloged and housed in the Teacher Corps office. Through a users' check-out/check-in procedure, the college staff is using these materials to augment its teaching. In the coming winter, under the Project's sponsorship, many staff members will attend a day long workshop at the college on supervisional techniques. In the area of supervision, the Teacher Corps Project has brought Clement closer to the college's secondary teacher training program. Currently nineteen "regular" students are working at Clement on field components of courses they are taking in pursuit of single subject credentials. A new series of core courses for all master's programs in education has been developed and implemented through Teacher Corps support. The Project financed two staff members to study how the basic secondary methods course affects the quality of student teaching. One researcher will deliver the report of that study to a national conference in November.

Since the Project has been in operation seven out of 25 staff members have provided services to the Clement teachers. They have been well received and have developed an important link between the IHE and the LEA. A direct outgrowth of this association has been the increased awareness on the part of the junior high teachers that ivory tower stereotypes are not applicable to many college instructors. They have come to learn by experience that some college personnel have practical and realistic ideas about public schools.

Practical and *realistic* summarize the approach that the Project has tried to take in all its components. Education cannot address either the identification of the problems of society or its role in providing solutions to those problems if it is not both practical and realistic. The Cal State San Bernardino/Clement Junior High School Teacher Corps Project has been a joint attempt by all of the individuals involved to create practical and lasting innovations for the realities of today's educational dilemmas.

Photographs by Doug. D. Wells

California Teacher Corps Network 1978-79 Activities

by John R. Williams, Executive Secretary
California Teacher Corps Network

The following represents those activities planned by the Network Board of Directors for this Networking Year.

1. **Principal/Site Coordinator Training**

   The Network will provide about four activity days for the 24 Principals/Site Coordinators in Network Site Schools. The principals will meet on October 26 in San Jose to review needs assessment data and plan their own training.

2. **Multicultural Communications Training**

   The Network will provide a major workshop in Multicultural Communications on November 30 and December 1. Planning groups are at work and a project needs assessment has been developed and sent out.

3. **Classroom Management Training**

   The Network will provide a workshop in Classroom Management on January 18 and 19. The workshop will feature a training sequence developed by Horace Leake at California State College, Stanislaus.

4. **College Faculty Training Event**

   The Network will provide a training activity for School of Education faculty in January or February of 1979. Some of the ideas being considered are:

   1. Leadership Skills for Department Heads.
   2. Institutionalization Attitude Training.
   3. Field-based Delivery of Instruction.

5. **Beginning Teacher Evaluation Study Event (BTES)**

   Dr. Ann Liebermann, who is currently working with the California Commission for the Preparation and Licensing of Teachers (Ryan Commission), has agreed to participate in an activity which will look at ways to translate the findings of BTES into school improvement actions. This event is scheduled for March 22 and 23.

6. **Educational Climate Event**

   The Network will provide an event which will attempt to describe positive interventions which might improve the educational climate in California. This event is set for April 26 and 27.

7. **Network Journal Publication**

   The Network will publish fall and spring issues of *The Networker*. The fall issue focuses on "Institutional Change," and the theme for the spring issue will be "Community Involvement."

8. **National Conference Follow-up Training**

   The Network will take part in Teacher Corps National Conference Follow-up Training in February. This training deals with planning, institutionalization and documentation.

Institutionalization — 500 Years Ago!

It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage, than the creation of a new system. For the initiator has the enmity of all who would profit by the preservation of the old institutions and merely lukewarm defenders in those who would gain by the new ones. The hesitation of the latter arises in part from the fear of their adversaries, who have the laws on their side, and in part from the general skepticism of mankind which does not really believe in an innovation until experience proves it value. *

* Written by an Italian prince in the 1500's and whose initials are N. M.

About the authors . . .

1. Tomás A. Arciniega is Dean, College of Education, San Diego State University, San Diego, California.

2. William E. Webster is Director, Office of Staff Development, State Department of Education, Sacramento, California.

3. Mac T. Herman is a pseudonym and could be . . .?

4. Gregory Holtz is an Assistant Professor, Herman H. Lehman College, Bronx, New York, and Allison Rossett is an Associate Professor, San Diego State University, San Diego, California.

5. Sara R. Massey is Executive Secretary, New England Teacher Corps Network, Portsmouth, New Hampshire, and Jeanie W. Crosby is Director, New England Institute in Education, Portsmouth, New Hampshire.

6. David L. Wickens is Teacher Corps Documentor, California State University, Hayward, California.

7. James R. Miller is Associate Dean for Academic Affairs, North Texas State University, Denton, Texas, and a former Teacher Corps Director; Jon I. Young was a Project Evaluator.

8. David Mosrie is Assistant Coordinator, Hasting Teacher Corps, University of North Florida, Jacksonville, Florida.

9. B. J. Barnes is Associate Professor, California State University, Fullerton, California.

10. Iris P. Berke is Program Documentor, Teacher Corps, Stanford University, Palo Alto, California.

11. Fahamisha Butler is a Twelfth Cycle Intern with the University of Southern California Teacher Corps Project, Los Angeles, California.

12. Patricia Estrada is Team Leader with the San Bernardino Project and Alvin Wolf is Program Development Specialist, Teacher Corps, California State College, San Bernardino, California.

OOPS!

In the spring issue of *The Networker,* the article "Learning to Match and Matching to Learn" was inadvertently listed with the Project Descriptions and the author's name omitted. Pat Hardy, Program Development Specialist with the Hayward Project, is the author.

NOTICE TO CONTRIBUTORS: Each issue of *THE NETWORKER* is to be built around a single theme. The spring issue will deal principally with the theme "Community Involvement." All manuscripts submitted should contain a stamped, self-addressed return envelope. Manuscripts should be 1500 to 3000 words in length and may use either the Phi Delta Kappan model or the Publication Manual of the American Psychological Association.

Address all inquiries to:

Hayden R. Smith, Ph.D.
College of Education
San Diego State University
San Diego, CA 92182